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ABSTRACT

One of a series designed for caregivers in military child care centers, this book discusses how to plan and implement an effective environment for infants 6 weeks to 12 months of age. The document is divided into two parts, with selected resources listed at the end. Part 1 outlines some ways to organize and arrange physical space at the center. In addition to discussion material, part 1 offers checklists for assessing center environments. Part 2 suggests ways to use people and things within the center space. Checklists are also included in part 2, along with tips for managing the infants' environment, ideas for supporting infants' individual differences, and suggestions for providing developmentally appropriate play activities with safe toys and equipment. (RH)

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Department of Defense

Creating Environments For Infants

Child Environment Series

Military Child Care Project

April 1982

PS013156

ASSISTANT SECRETARY OF DEFENSE
MANPOWER, RESERVE AFFAIRS, AND LOGISTICS

OFFICE OF THE ASSISTANT SECRETARY OF DEFENSE

WASHINGTON, D.C. 20301

MANPOWER,
RESERVE AFFAIRS
AND LOGISTICS
(Military Personnel and Force Management)

01 APR 1982

FOREWORD

This series of manuals for Child Care Givers on DoD Installations is issued under the authority of DoD Instruction 6060.1, "Training Manuals for Child Care Givers on DoD Installations," January 19, 1981. Its purpose is to provide child care givers with training materials that include the latest techniques and procedures for the safe care and guiding development of children entrusted to their care.

This series of manuals, DoD 6060.1-M-1 through DoD 6060.1-M-17, was developed under the auspices of the Department of Health and Human Services by the Department of Army, in cooperation with the Navy, Air Force, and Marine Corps.

The provisions of this series of manuals apply to the Office of the Secretary of Defense, the Military Departments, and the Defense Agencies (hereafter referred to as DoD Components) whose heads shall ensure that the manuals are distributed or otherwise made available to all child care givers on DoD installations and that these materials are used in regional and inter-Service workshops, seminars, and training sessions.

This series of manuals is effective immediately.

Send recommended changes to the manuals through channels to:

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Office of the Deputy Assistant Secretary of Defense
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R. Dean Tice
Lieutenant General, USA
Deputy Assistant Secretary

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Creating Environments For Infants

Child Environment Series

Military
Child Care
Project
Ft. Lewis, Washington

Funded by the U.S. Department of
Health and Human Services
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in cooperation with the
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June, 1980

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INTRODUCTION

en-vi-ron-ment *the total of those things which surround; surroundings, including both people and things.*

This book is about creating environments for infants - six weeks to 12 months of age. What children see, hear, smell, taste and touch affects how they feel and behave. Infants watch and learn from everything that surrounds them. The people and things around them shape their experiences.

This book is divided into two parts, with selected resources at the end. PART ONE outlines some ways to organize and arrange physical space. PART TWO suggests some good ways to use the people and things in that space.

The environments that we describe are designed to help infants feel secure and be successful. Responsive, loving caregivers are the most important element. Feelings of success grow out of infants being able to trust their world and the people in it. Only when babies know that you will be there to meet their needs will they have the confidence or will to explore and try things by themselves. It is learning and practicing new skills through play that leads to independence.

There is a lot of information in this book. Nearly every page talks about a different and important idea. We suggest that you read and do the checklist at the end of just one section at a time. Once you have read the whole book, keep it handy so you can refer to it from time to time.

We do not pretend to provide all the answers. All we can do is present a beginning or guide. It is up to each caregiver to use and add to this basic information in individual and creative ways. Good child care programs happen when caregivers know and understand infants and have fun with them. So watch the infants in your care. Think about how they react to their surroundings. Then you can evaluate, plan and manage environments especially for infants.

PLANNING YOUR CENTER'S PHYSICAL ENVIRONMENT

PART ONE

In PART ONE you will discover:

- how environments affect feelings and behavior
- good ways to organize infant care to offer infants a variety of experiences
- checklists for rating your center's environment

RECOGNIZING THE IMPORTANCE OF ENVIRONMENTS

MANY THINGS CAN AFFECT THE ENVIRONMENT IN THE WOMB

The environment of the unborn is quite different from the world outside the mother's body. The unborn fetus floats in a sea of warm liquids, protected from both loud noises and bright lights. Eating and breathing are not a problem. The mother's body supplies nutrients and gets rid of wastes. Growth occurs in this protected space. There are rhythmic sounds from the mother's heartbeat and body fluids. This environment is not always free of hazards. The diet and health of the mother are important. Risks are greatest during periods of rapid fetal growth and development. The dangers from drugs which a mother takes are the most marked during the first three months when the fetus is growing the fastest. The effects of a poor diet are more at the end of pregnancy when the brain of the fetus is growing and developing the most rapidly.

Many things can influence the prenatal environment:

Mother's health When the mother has diseases like rubella, syphilis or typhoid, fetal growth and development can be interrupted.

Drugs Some drugs like thalidomide have a dramatic effect, resulting in deformed bodies at birth. Other times the results are less clear. Smoking, alcohol and caffeine *may be* linked to low birth weight, which puts the infant at greater risk.

X-rays and other radiation Large doses of X-rays increase the risk of miscarriage and may cause the body of the fetus to grow in unusual ways.

Mother's stress Stress may occur in the life of the mother. How she deals with it seems to influence the infant's adjustment to life. The infant may be "colicky" or have other physical problems.

Mother's age Very young and older mothers have an increased chance for difficulty at birth. Infants more often have low birth weight or Down's Syndrome.

BIRTH BRINGS THE INFANT INTO A NEW ENVIRONMENT

Birth thrusts the newborn into a very different environment. This little body must suddenly breathe and eat for itself. Time is needed for body rhythms to become adjusted. The newborn may spend a lot of time sleeping. But from the moment of birth a lot is going on. Baby's senses are working. Baby can see, hear, taste and feel. Baby may not see and focus the same as adults or may not at first connect a sound with what is seen. It is through time and experience that the baby can sort out the information and develop an awareness of the world. As adults, our role is to watch the newborn. We can try to understand this tiny human being. Then we can try our best to make the infant's adjustment to this new environment as easy as possible.

Some ways to plan the environment for the newborn:

Take care of the physical needs. The newborn has a large head and weak neck muscles. The head should be supported whenever the baby is picked up. At all times, the infant should be protected from falling. Adults must provide dry diapers, food and proper clothing.

Comfort distress. When an infant shows distress and cries, adults can try to find what works best. Try different ways of soothing an upset infant. You might hold the infant to your heart. Walk with the infant. Talk or sing to the infant. Wrap the infant tightly in a blanket. Or watch what happens if you do nothing. Some babies fuss a minute or two before falling asleep.

Interact with the infant. When the baby is awake, change her from tummy to back for a new view of things. Hang toys first to one and then the other side of baby's head. Put your finger or a rattle in the palm of the baby's hand. Use bright patterned sheets. As long as the baby is warm, the less clothing the better. Whisper in the baby's ear. Shake a rattle. Smile and laugh. Handle the baby just enough - not too much, not too little. Make mealtimes happy and relaxing for both baby and adult.

EARLY ENVIRONMENTS AND EXPERIENCES ARE IMPORTANT

Studies of both human and animal babies point to how important environments and early experiences are. There seems to be a strong relationship between early events and later mental development. Of course, each infant is born with some abilities fixed by the traits of the parents. But an infant's surroundings are important because that environment affects how the infant will gather and use information. The beginning of many skills and abilities occur in infancy. So infant experiences may unlock the door and lead the way to skills and talents not fulfilled until years later. But it is too simple to say that an adult's life is fated or doomed because of infant experiences. All mental powers are not fixed by certain early events. It may be that the earliest experiences play a big part in setting the stage for what will follow. But humans are flexible. Later events also play a part in the final outcome.

The studies of both human and animal infant periods show some of the importance of early environments and experiences:

Infants do not do as well in some settings. A study of orphans brought up in a hospital found that these children failed to develop as they should. The dull environment was blamed for this lack of normal growth. The children were in rooms with plain, white walls. They spent most of their time in their cribs without much chance to move about and explore. The caregivers had many other duties. They were not trained to play or talk very much with the children. In short, lack of human contact and variety in the environment showed up in delayed physical and mental development.

Animal studies show the importance of early environments. Work with rats has shown that changes in their environments make a difference in their ability to learn mazes. Monkeys raised away from their mothers later had difficulties learning tasks that involved using their eyes and hands together. These studies show that early experiences do play a part in later development.

INFANTS RESPOND TO ENVIRONMENTS IN SURPRISING WAYS

There currently is a lot of interest in studying babies and their reactions. Some new and interesting information is being discovered. Some of what is being found out goes against what science and medicine have told us about infants and how to care for them. Some results are in conflict with what our friends and family have taught us. At other times the studies support and explain the reasons behind what we already know to be true. For example, many a mother has been told, "You will spoil your baby if you pick him up each time he cries." Careful study does not find this to be true. It has been found that when mothers respond promptly each time their infants cry, these babies are less fussy in the months to follow.

Here are some recent findings about the ways that infants react to their environment:

Sight Babies can see from birth. Their ability to focus is not well-developed at first. They can follow moving objects and close their eyes in too bright light. They look longest at the same colors that adults like the most, including blue, orange and red.

Taste Newborns show a definite reaction to tastes that are sour, bitter, salty or sweet. Babies control their intake of food by spitting out unwanted food, refusing to suck or falling asleep while eating.

Smell Newborns will turn their heads when presented unpleasant odors. Slightly older infants turn toward pleasant odors.

Hearing Infants respond most to sounds that are in the same range as the human voice. They like high-pitched noises when awake; they like low-pitched sounds when drowsy.

Touch Infants have been found to have unusually sensitive skin. Babies react to the slightest touch including a puff of air or the light touch of a feather.

PEOPLE CARE FOR INFANTS IN MANY WAYS

By looking at infants in different countries and cultures we see there are a variety of ways to handle babies. Among these different methods there is no one way which is right or ways which are wrong. Instead we can see that how we treat infants shapes their experiences. This, in turn, affects how each will develop and come to be a part of the society in which that child lives. Below we describe a few interesting differences in child care around the world. Each meets the needs of a particular group of people at a particular time and place. We can use these different methods and outcomes to our advantage. We can make careful choices and plan ways to best achieve the goals we set for ourselves as parents and caregivers.

Here are various methods of child care and their different outcomes:

Continuous carrying and handling Studies of Ugandan black infants carried on their mothers' backs show that their motor development - their ability to coordinate and use their muscles - is highly advanced by the end of their first year of life. The stimulation of sights, sounds and movement seems to lead to this and suits them for their physically active life-style.

Multiple mothering Close contact with adults is important in all cultures. But a single, intense relationship between infant and mother is not the only way to make this happen. In the Samoan culture, for example, the infant is handed from one adult to another. The infant always receives loving, tender care, but it is from many adults, not just the mother. This pattern reflects the appreciation of children in this culture.

Planned infant environments Some cultures have decided to plan how their children are cared for to support the values that are important to that society. For example, in Russian child care centers, group playpens are used. This is to increase the social play and introduce the value of the group. In Israel, group child care is used to free adults for the work necessary to support their society. In these countries group child care enforces the value of the community over the individual.

CONSIDER THE BEHAVIORS THAT THE CENTER ENVIRONMENT ENCOURAGES

Humans raise infants in a wide variety of environments. There is no perfect *or* right *way of doing things. But we do know that different environments encourage different behaviors and affect how infants develop. In the list below check the sentences that best describe the practices and environment of your center's infant area.*

____ almost constant handling and carrying of each infant
____ infants seldom talked to or played with
____ lots of opportunities for muscle activities like crawling
____ babies picked up immediately when they cry
____ babies allowed to cry for awhile before handling
____ infants handled and carried only when uncomfortable
____ infants talked to and played with frequently
____ most of the infant's day is spent indoors
____ most of the infant's day is spent outdoors
____ interesting sights and sounds in the center
____ quiet atmosphere most of the time
____ dull, drab environment without much variety
____ music is a regular part of the environment
____ babies grouped together often to play
____ babies spend most of their time in individual cribs
____ older children spend time each day playing with the infants
____ men spend part of the day playing with infants in the center
____ most infants breast-fed during the day
____ most infants bottle-fed on prepared formula
____ babies fed on demand
____ a number of familiar caregivers care for an infant
____ frequent staff changes in the infant center
____ caregivers have special responsibility for the same infants each day

Take a look at the items you checked. How do your center's environments and practices compare with how things are in the infants' homes with their own families? Would you choose the center environment for your own infant? Do you know why or why not?

ARRANGING SPACE FOR INFANTS

PLAN SIMPLE AND CONVENIENT INFANT SPACES

There is more than one way to arrange any space used for infant care. The needs of infants are very simple, but special. An infant environment requires areas for the different routines of each day. These include sleeping, eating, diapering, watching or playing and getting fresh air. A receiving area for greeting parents and exchanging information is also an important part of any space used for group infant care. With an open environment, all infants are in clear view at all times. This ensures that infants are always being handled carefully and gently. Baby-proof barriers keep babies where they belong. Caregivers can see and step over these low dividers, allowing for ease of care and safety. The cribs belong in clear view as well. Then when babies awaken, they are not left in their beds for too long a time. The arrangement of space and decorations are important. Plan different areas for babies to crawl and play in a variety of ways. Low ceilings and decorations at infant eye level 6 to 20 inches from the floor are nice.

Here are some tips for planning infant spaces:

A home base Set aside a particular area for each eight infants. Arrange care areas around this home base for napping, diapering, eating and food preparation.

Some private spaces A large box or corner gives an infant the chance to spend some time alone or with one caregiver. Arrange these so that infants are never completely out of view.

Clear pathways Plan uncluttered space for caregivers to walk to and around areas. These pathways serve to overlook and connect activities.

Some of the ideas and concepts in this section are adapted from Cohen, U., Hill, A. B., Lane, C. G., McGinty, T., & Moore, G. T., *Recommendations For Child Play Areas*, and Moore, G. T., Lane, C. G., Hill, A. B., Cohen, U., & McGinty, T., *Recommendations For Child Care Centers*. Milwaukee: University of Wisconsin-Milwaukee, Center For Architecture and Urban Planning Research, 1979.

LET RECEIVING AREAS SERVE PARENTS' NEEDS

The receiving area need not take up a great deal of space. But it allows space for staff and parents to stand and chat or exchange information while parents come and go with their infants. A counter makes a useful surface for completing forms. A clock in or visible from the receiving area allows for recording arrival and departure times. A cubbyhole storage unit is helpful for various forms, pens and supplies needed here. It is handy to have a table or counter top at a comfortable height right next to the receiving area. Parents can easily stand here while removing or putting on an infant's outer garments. Bulletin boards and wall decorations can add color and interest to this area. Parents feel more comfortable about leaving their child when they can see into the infant area. The receiving area should permit a full view of the infant areas. Parents should be able to see without being in or interrupting the routines of any area.

Where to locate the eating area depends upon the overall plan of your infant environment. Keep one thing in mind. As parents arrive, baby food and milk must be refrigerated. It helps if food storage is convenient to the main entry. It is important to have a sink in the eating area for frequent handwashing and clean-up. A refrigerator and stove or hot plate are necessary. Space should be allowed for high chairs, a comfortable adult chair and feeding table. Some centers use infant seats for feeding babies not yet ready for high chairs. For safety, the seats are permanently bolted to tabletops. This keeps an active infant from tipping over a seat. Free wall space within the eating area allows for charts and records to be hung in plain sight and easy to use. When next to the play area, a baby-proof barrier will keep crawling infants safely out of the eating area.

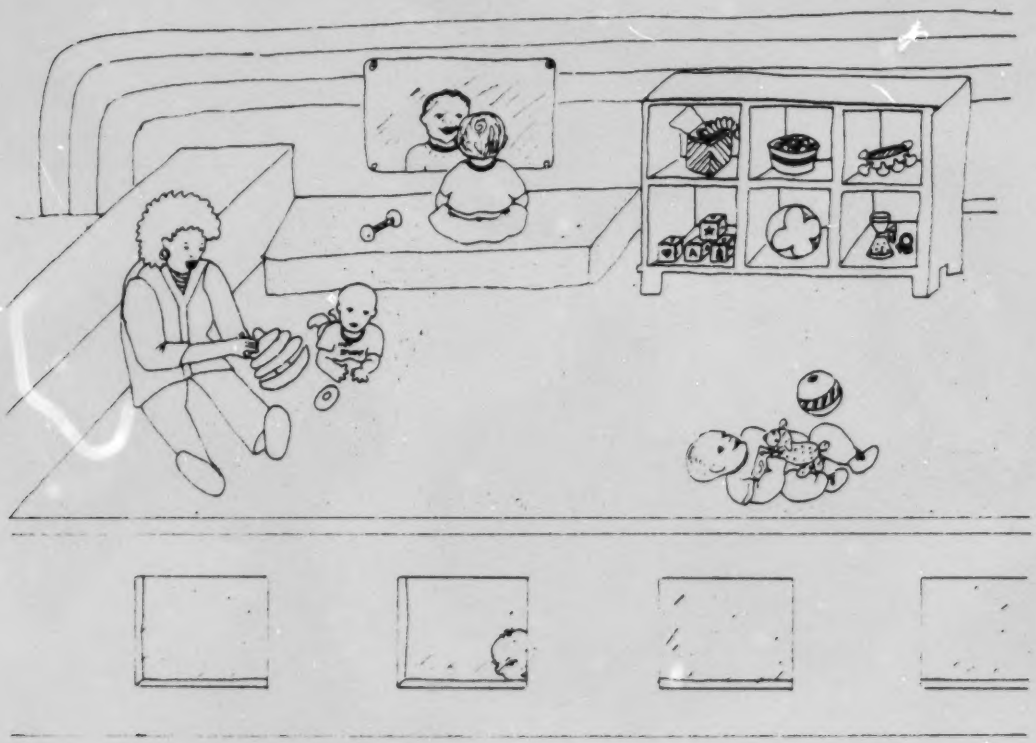
CREATE AN OPEN ENVIRONMENT FOR NAPPING

The sleeping area for infants does not have to be separate or darkened. Most infants sleep just as well next to other areas or activities. With the infants sleeping in clear view, an awake baby is less likely to be left in a crib for too long a time. Cribs take up a lot of floor space. Use the smallest cribs that regulations allow. Large cribs are not necessary in the infant center since *only infants who are sleeping* are to be in a crib. Small, rectangular playpens with folding mesh sides save space. Bolting these securely to the top of storage units adds more shelf space in the sleeping area. Any crib or playpen must meet all health and safety regulations. A rocking chair belongs in this area. A mother can comfortably nurse her baby here. A caregiver can rock a fretful infant. It makes good sense to have the sleeping and diapering areas located as near each other as possible. A screened porch is ideal in some climates. Then babies can get fresh air as they sleep.

There must be a sink in the diapering area. This is a must for the frequent handwashing and wiping-up that will take place. A waist-high changing surface and convenient storage make routines easier here. It is best when all surfaces including the floor are easy to clean and disinfect. It is very helpful to have some wall space for charts, schedules and records. Records and charts are the most useful when they are easy to see and reach. A toilet for flushing away solid wastes is helpful near the changing surface. Good ventilation helps eliminate odors in that area.

MAKE A SEPARATE PLAY AREA FOR BABIES WHO CRAWL

The indoor play area can provide the safety of a playpen with more room for freedom of movement. It is a good idea to separate the non-crawlers from the crawlers. Set aside a space and use low hassocks or other low dividers to make a safe spot for the youngest babies. There should be interesting things for the infants to see, do and hear in the play area. An unbreakable mirror attached to the wall at floor level, where the babies spend most of their waking time, is fun. A window to the outside is nice. Any window within infant reach must be made of safety glass or have wide ledges or screens which will prevent infants from banging toys against the glass. Clear plastic inserts in the barriers surrounding the play space provide a larger view of things for babies. Carpeting makes a good surface. This area should be free of drafts. Ledges or various handholds are helpful for infants who are pulling themselves up and learning to walk. Pits or low stairs are good additions to infant play areas. With gradually sloping stairs, three or four inches in height, infants can safely enjoy the challenge of learning to crawl up and down.

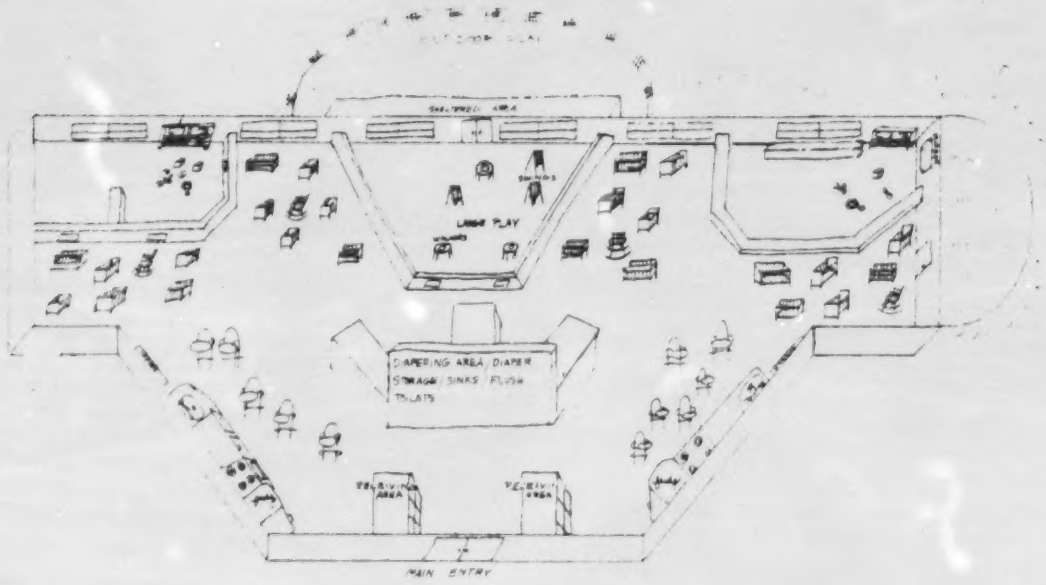


Fresh air benefits both infants and caregivers. In some northern climates with cold winters, adults make a point of bundling up their infants and taking them out daily. Trees or shelters are good for shading babies from the hot sun. Bushes, fences or walls provide protection from the wind. The Pacific Oaks College in California has given careful thought to outdoor environments for infants.* They have found ways to keep babies safe without having to restrict them. Their design is based on using different textures, surfaces and levels of difficulty. Each infant naturally selects the best place to play. One section is a grassy area, which is a safe spot for all infants. Next to this, crawling infants find a wooden pathway. This separates the grass from sand. The wood slats of the pathway are just a few inches above ground. Babies will spend time experimenting and crawling here. By the time the infants learn to get over the pathway, they are past putting everything in their mouths. The sand area becomes a safe place for them to play. Beyond the sand are new challenges. The more skilled infants find slight ramps next. This plan has proven to allow for different play without undue risk to any infant.

*Adapted from Cohen, U., McGinty, T., & Moore, G. T., *Case Studies Of Child Play Areas And Child Support Facilities*. Milwaukee: University of Wisconsin-Milwaukee, Center for Architecture and Urban Planning Research, 1978.

TAKE A LOOK AT ONE INFANT CARE AREA

This plan shows one way to arrange an infant care area. See if you can spot the strong and weak points. Compare your thoughts with those listed below.



STRENGTHS

convenient receiving area near main entry

separate routine care areas allow for napping, eating and diapering in small groups

crawl areas with low boundaries allow infants to crawl safely in clear view of caregivers

low platform in right-hand crawl area gives infants view to outside, practice for pulling up

outdoor play space is near infant care areas

outdoor shelter protects infants from harsh weather

WEAKNESSES

door to outside play in middle of large play area, unsafe and impractical

diapering area too close to eating/food preparation areas

walkers and swings should be in separate areas for safety

infants need private or semi-enclosed get-away spaces that caregivers can see into

outdoor play space needs different textures and levels

ramps, tunnels and mats would add variety and challenge to play spaces

CHECK YOUR CENTER'S INFANT AREA

Use the checklist below to help you look at and think about your infant area. Think about ways to improve the use of space.

ORGANIZATION OF INFANT AREA

____ open environment - all parts of the infant area are in clear view

____ traffic flow - it is easy to move from one area to another

____ different areas - it is clear where different activities are to take place

____ receiving parents ____ feeding ____ sleeping
____ play area ____ diapering ____ outdoor play space

ARRANGEMENT OF AREAS

____ Receiving area

____ near main entry
____ convenient to food and diaper bag storage
____ counter and/or table for parents to take off and put on outer garments

____ Feeding

____ heat source ____ refrigerator
____ sink ____ storage
____ comfortable chair and feeding table for caregiver's benefit
____ washable floor surface

____ Sleeping area

____ safe, easily sanitized cribs for infants
____ comfortable rocking chair

____ Diapering area

____ waist-high changing surface
____ sink
____ convenient storage for diapers
____ convenient waste disposal
____ flush toilet
____ washable floor surface

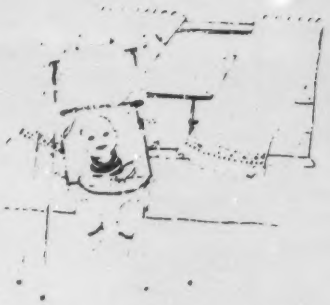
____ Play areas, indoors and outdoors

____ child-proof barriers
____ things to see at infant eye-level
____ draft-free, pleasant crawling surface
____ handholds for infants who are pulling up
____ way to separate non-crawlers from crawling infants
____ small changes in levels and different textures

MAKING CENTER SPACES LIVEABLE

CREATE A CHEERFUL AND CALM ATMOSPHERE

The sights and sounds of the center environment can appeal to both infants and adults. Windows to the outside let in light and a variety of sights. Changing shadows and light patterns create interest. Curtains or drapes add color and softness. They absorb sound and help control the natural light. Pastel colors are pleasant for walls. Posters and decorations can add variety and interest. Colored sheets, mobiles and toys can give the infants interesting things to look at while going off to or rousing from sleep. Music can be soothing. Be careful not to keep the music playing constantly. Infants and adults alike "tune out" background music. Wind chimes and bells add interesting sounds. Remember, during the first months, close contact with a caregiver is probably the most important factor in any infant's environment. People attract infants more than things. Infants respond most to the human voice and face.



Make the infant environment cheerful:

Use color at eye-level. People are usually most comfortable in rooms with light-colored walls. The bright colors like red and orange are best for decorations. Trees, flowers, animals and insects are fun pictures for the infant play area. The infants will enjoy these only if they are at infant eye-level, which is near the floor.

Paint your own decorations. You can paint your own decorations. Find a picture you like. Use an opaque projector and trace the outline on the wall. Always use non-toxic paints, especially for decorations which are on the walls in the play space.

Hang mobiles. Remember to see things from the infant's point of view. As infants grow, they look farther and farther from themselves. For a three month old, for example, mobiles should be within two or three feet. An 11 month old will enjoy things farther away and staring out the window.

Use mirrors and crib toys. Besides patterned sheets you may wish to use unbreakable mirrors and crib toys. Avoid stuffed toys which might obstruct breathing.

INCLUDE TEXTURES THAT BABIES CAN TOUCH

Infants come in contact with a variety of textures each day. The changing table usually has a smooth, easy-to-clean surface. Their beds and bedding are soft and warm. The play area is a good place to introduce as many different textures as possible. Carpeting is a good surface for infant play spaces. But different textures can be built in or added to increase variety for infants.

Here are some different textures to consider using within the infant environment:

Wood Wood flooring inside or a wooden deck outside provide another surface for children to crawl on and explore. Be sure the wood is smooth and free of splinters.

Carpets If the infants' play space is carpeted, you can add variety with throw rugs or pieces of carpeting with different textures and level of pile. Be careful that these do not cause the infant who is beginning to walk to stumble and fall. Low platforms three or four inches high, each carpeted with a different texture are good places for infants learning to crawl.

Natural textures Do not overlook the possibilities of letting the infants safely explore the various textures found outdoors. These include grass and, eventually, sand.

Texture toys Toys can be used to introduce different textures, such as plastic, wood and fabrics We discuss these in detail in a later section.

Fabrics The clothing caregivers wear is a part of each infant's environment. Depending upon what they wear, caregivers can provide a variety of textures for the infants they hold.

Cushions and pillows Cushions and pillows with washable covers can add a variety of textures while providing infants the fun of crawling around and over them.

MAKE THE PLAY AREA VARIED AND INTERESTING

The play area should be the focus of the infant center. Create a safe, fun place for infants to spend their awake time. Use cribs only for infants who are sleeping. Playpens are only for emergency and limited use. Infants need the freedom to use their muscles. They must practice moving to learn how to sit, crawl, stand and walk. Different levels or dividers can safely separate the more active infants from the very youngest.

Here are some suggestions for planning a play area for infants with different levels:

Make low, covered platforms. A low platform a few few inches from the floor is one way to make a safe place for infant activities. The size of the platform will depend upon the size of the area you have to work with. A corner is a good spot for a platform. Walls can bound it on two sides. All the better if there is a window with a view to the outside. Toys and pillows can be scattered around. Infants are free to sit, crawl, play with toys and each other. There is no danger they will be run over by older infants in walkers.

Create safe carpeted areas. Think of ways to keep the young babies safely away from the more active ones but still a part of the group. Carpet-covered boxes can be moved about to make safe areas for the youngest babies.

Use what is at hand to create interest. Pits and platforms are major construction projects which may require more resources than are available. Think of easy ways to add variety to any infant play area with materials at hand. A mattress covered with vinyl or a washable material can be a safe new challenge for your crawling infants. A dress or suit box stuffed with papers and covered with washable, vinyl shelf paper can be crawled on or over. It can be pushed about, too.

Make low ramps. A carpet-covered ramp makes a fun way for infants to crawl from one place to another to play. The challenge of crawling up and down these slight inclines helps babies gain new skills.

FIND CREATIVE WAYS TO GET INFANTS OUTDOORS

There are many benefits to being outdoors in the fresh air. Getting infants outside as much as possible is important. Some caregivers like to be outside themselves. They believe that infants need fresh air daily. They find different ways to make sure that the infants in their care do have outdoor experiences. Your center may not have an outdoor space that is especially planned for infants, but there are ways adults can take the babies outdoors.

Here are some ways to get infants outside:

Use volunteers. You may have the services of senior citizens, students, Red Cross or other volunteers. Plan ways to use any extra adults to take infants outside. A young baby can be wrapped in a blanket and carried out to enjoy the different sights and sounds of outdoors.

Find a safe spot. There may be a space that is safe to use in a play area used by the older children. Just make sure that the little ones are out of the way of the faster, more active children. Also, find a spot that is free of any materials or equipment that might prove to be a hazard. You can put infants on blankets or in infant seats here.

Try backpacks and slings. Backpacks and slings have different designs. Some hold the infant in front and some in back. This allows an adult to take a walk with two infants. One baby can ride in front and one can ride in back.

Push carriages or strollers. Caregivers can take infants out for walks in carriages and strollers. Twin strollers permit two infants to sit side-by-side. An infant seat can be secured safely to the package rack. This way, an adult can stroll outside with three infants at the same time.

Try special infant equipment. You may wish to use bouncer chairs, playpens or walkers outdoors. Infants should be in these for just short periods of time. Fifteen minutes at any one time is long enough.

CHECK YOUR INFANT AREA FOR LIVEABILITY

Check your center's indoor and outdoor infant spaces. Score one point for each item that you check on the list below.

____ bright, cheery paint and colors

____ colorful decorations and shapes at infant eye-level

____ mobiles

____ indoor play surfaces with different textures

____ different outdoor play surfaces like grass and sand

____ toys with different textures

____ fabrics with different textures

____ slightly different levels or low steps

____ variety of sounds

____ outdoor play area or strollers, backpacks or plan for taking infants outdoors

____ soft laps and rocking chairs

____ mirrors and toys for babies in cribs

SCORE YOUR CENTER'S INFANT AREAS. IF YOU CHECKED:

8 - 12 Keep up the good work.

5 - 7 There is room for changes that will make your center a more liveable environment for infants.

0 - 4 Look for ways to improve your infant environment by adding some of the items which you didn't check.

ADDING THE HUMAN TOUCH TO CENTER ENVIRONMENTS

PART TWO

In PART TWO you will discover:

. tips for managing the infant environment

. safe toys and equipment

. ways to support personal and individual differences

. some suggested books and records

MANAGING INFANT ENVIRONMENTS WITH CARE

COMMUNICATE WITH PARENTS DAILY

Parents base their opinions about the infant area on what happens during those few minutes when they are leaving or picking up their infant. Someone should regularly have the task of greeting parents and checking infants in or out. This ensures the smooth running of the receiving area. Communication between the parents and the center is important. Established routines and prepared forms do a lot to make sure everyone is as fully informed as possible. This can improve the quality of caregiving both at home and in the center. This is to the infant's advantage and a worthwhile goal.

Here are some hints for managing the arrival and departure of infants and their parents:

Begin with a warm welcome. Greet both the parent and the infant. Take a minute to ask how the child is feeling. Look for signs of illness like puffy eyes or flushed cheeks.

Follow your center's routines. Each center should have a regular check-in procedure. Parents may be asked to fill in daily reports. You will want to record the infant's time of arrival. Check the contents of the diaper bag for food, bottles, diapers and dry clothes. Thank the parent and say good-bye. Get the child involved or settled. Then put the child's supplies away.

Plan ahead for departures. Keep track of expected return time of parents. This way you can begin preparing for the infant's departure in advance. You can check the infant's diaper, organize the diaper bag and complete any parent report forms. Then when you see the parent, you are ready and can offer a sincere and happy greeting. Take a few moments to chat with parents about the infant's day. Write down departure times and say your good-byes.

Know the value of charts and records. Parents like to know about their baby's day. Unlike older children, infants cannot tell their parents what happened during the day. Charts allow you to give accurate, detailed information for each baby, each day. You will find a sample parent information chart on page 45.

HAVE A GOOD SYSTEM FOR DROP-IN CARE

Your center may provide drop-in care. Parents may arrive at any time to drop off or pick up their infants. This calls for flexible caregivers who can adjust to change as different babies come and go. Careful planning helps. As additional caregivers are called in, you will need an easy, efficient plan for assigning and sharing duties. It may help to know attendance trends. Your director may be able to share this information with you. Payday, for example, is usually one of the busiest days each month in military child care centers.

Careful planning helps to meet the challenge of drop-in care:

Make a name tag for each child. Infants feel more at home and respond better if you can use their names. Name tags help. Masking tape name tags are quick and easy to make. These can be put on the backs of the infants, on their bottles and diaper bags.

Expect some upset. Tiny babies seem to respond to almost any adult face. Around eight months of age, infants begin to learn the difference between familiar and unfamiliar faces. So you may find an older infant who is upset. Caregivers must have lots of patience and try different ways like singing, rocking or walking to help a particular infant adjust to new faces.

Have a plan for caregivers. As infants and caregivers come and go, you will want a plan to follow. Plans are best made in advance. Divide the duties by areas or by responsibility for certain infants. This way each caregiver knows exactly what to do.

Check entries and exits. An easy check-in and check-out system helps you keep track of the infants as they arrive and leave. Both individual and group wall charts are helpful. Parent information cards on clipboards or attached to each crib help caregivers keep track of and meet the needs of each infant. Wall charts let anyone see at a glance important things - like how many babies are in the center or whose diapers have been checked and when.

A good system can help you get smoothly through the day. The goal in all cases is consistency of care. This means that infants are able to follow their usual schedules while being cared for by familiar adults. Three different systems for managing an infant area are described below. Read each one and decide which best describes how your infant area operates:

A. ZONE MANAGEMENT

Caregivers are assigned to specific areas or zones. Each adult remains in an assigned area, such as diapering, for a specific time period. The caregiver is responsible for the infants and activities in just that area. For example, a caregiver assigned to the play area does not leave that area to change diapers. For variety, caregivers rotate from area to area. One advantage of this system is that caregivers always know exactly where they should be and what to do. They spend more time talking to and playing with the babies. Some feel that infants have a strong need to be close to *one* regular caregiver while in the center. One drawback might be that an infant does not spend all day in the care of just one person.

B. PRIMARY CAREGIVER

Caregivers take care of *all* routine activities for certain infants. Caregivers spend all day with the same infants and often say this helps them feel "closer" to the infants in their care. Some feel this is the only way to provide consistency of care. One problem is that caregivers may neglect an individual infant's needs while caring for this "little group" of babies.

C. LEAD CAREGIVER

The lead caregiver supervises and directs all caregivers who work together as a team and share all duties. The lead caregiver does the planning and organizing. This may detract from time the lead caregiver spends in direct contact with the infants. There is another drawback to this plan. Since the other caregivers have not helped plan the program, they often feel that they are just being "bossed" around. But, this plan offers the advantage of having someone in charge of the infant area. Good management requires a leader who can help with problems and answer questions.

Which of these best describes the operation of your infant area?

If none of these describes how your infant area is managed, write your own brief description here:

Can you think of any ways to improve the system in your center?

LOOK FOR WAYS TO KEEP GROUP SIZE SMALL

All the details that go into caring for an infant take time. To protect the health and safety of the babies in a child care center, there must be enough caregivers. The total number of infants receiving care in each infant program should be carefully controlled. Four infants for each caregiver is a frequently recommended number. Of course, numbers do not account for the different ages or moods of infants. Four very young or fussy babies might very well be too much for one caregiver, while four older, happy infants would prove to be no problem whatever. The smaller the total group size can be, the better. This reduces the overall noise level and increases opportunities for lots of contact with the infants. It makes the center more pleasant for both the babies and their caregivers.

Look for ways to keep group size small:

Divide the infant area. Instead of having a lot of infants in one large area, a center might try dividing that same space into two or more areas. The result is smaller group size. Remodeling or changing walls are the best solutions. That may not always be possible. There are other ways to divide space. Shelves, counters, curtains or banners can be used as dividers. Careful planning is necessary. Caregivers must find it easy to move infants to diapering, eating and play areas.

Divide the larger group. Any center which has outdoor space for infants can use this to advantage. Caregivers can move some awake babies to this space and watch them at play here. This offers the infants the variety and interest of the outdoor environment and helps reduce the number of infants in the main infant area for at least a short while.

Look for volunteers. Some centers are successful at finding and using volunteers. Having an extra adult in the room on a regular basis can increase the number of adults per infant. Remember, consistency of care is important. Seek volunteers who will commit themselves to a regular schedule. Then infants are not faced with too many different people, too often.

DEVELOP "TEAMWORK" WITH INFANTS FOR QUALITY CARE

While caregivers diaper, feed and play with infants, they also are forming relationships. Caregivers can use routines to show babies how to work in partnership. Adults can use the common, everyday events to teach infants a "team" approach. Both baby and adult work together, each respecting the other's rights, to get things done. Caregivers must be careful observers. Before picking up an infant, the adult looks at and thinks about what the infant is doing. Then the caregiver approaches calmly and tells the baby what is to happen next. Over a period of time, the adult and infant come to be "in tune" with each other. For example, an infant is in the play area and it is time for a diaper check. The baby is staring at a small speck of lint on the rug. The caregiver sees this infant watching intently. The adult just waits. Shortly, the infant looks away. Then the adult says, "It is time for me to check Shawn's diaper."

Adults can teach a lot by their actions:

Make routines a team effort. Over a period of time, each infant will be able to share more and more in routine activities. For example, while changing an infant's diaper you can talk to the infant each step of the way. You ask for and keep the baby's attention. You do not use a toy to distract the infant or chatter about just anything. After a while the infant comes to understand the meaning of *wet* and *dry*. The time will come when the infant can lift or move his or her legs. Finally, the infant can help you pull off a diaper.

Let infants solve their own problems. What would you do if you saw two infants pulling on the same toy? Most adults want to be helpful. Their first impulse is to rush in and help solve the difficulty. Unless one infant is in danger of being hurt by another, let the two work out the problem themselves.

Be gentle to teach gentleness. Infants learn to be kind and gentle by your example. One infant may hit another. Step in immediately, but calmly. Gently touch the infant who has been hit while using words like *gentle* and *nice*. Give all your attention to showing how to treat another with tenderness and care.

KEEP A RECORD OF BABY'S DAY

When caring for infants in a group, it is necessary to keep records. This assures the quality of care. Anyone can see at a glance when an infant has been diapered, fed and put down for a nap. An important part of each report or form is a place for parents' information. Easy access to special information from parents is important. Caregivers should be alert to all reported food allergies. It helps to know what special toys or habit patterns an infant favors. Any chart that is designed for use in your center should make recordkeeping fast and convenient. It is easier to make check marks than to write long reports. Any required writing should be brief.

Some basic information that you might want to include as a part of your daily records:

Infant's age Babies vary in size. Knowing an infant's age can sometimes be helpful. This prevents caregivers from expecting too much from a young baby whose size and appearance makes her look older than she is.

Parent information Parents must clearly understand that the center needs a phone number where they can be reached. When parents give an expected return time, caregivers can check the infants' diapers and have them ready to go ahead of time.

Center information If the infant eats any food prepared in the center or uses any diapers provided by the center, the daily record card can be used to assist in keeping track of charges.

Parent-caregiver communication Report forms need room for both parents and caregivers to note important information. This way all the special little details of care can be written down and not overlooked by either parents or caregivers. A circle with eyes and nose can be a fast way to report a child's mood for the day. A caregiver can quickly draw in a smile or frown.

Routine care Some simple method for reporting the routines of eating, diapering and sleeping should be included on the daily report form.

Below is a sample PARENT INFORMATION/CENTER REPORT form. Such a form allows for the quick and easy recording and exchange of information between parents and caregivers in the center. This kind of communication is important in order to maintain high-quality care.

DAILY INFANT CARE RECORD

Date _____

Child's name Angie Age 6 mo

Parent's name Frank Elliott Phone 969-8401 Return time 1600

Today I brought from home: Bottles 5 Food 3 jars Diapers 10

My baby last ate needs breakfast Last slept 0600

My baby will want to sleep at 1130

Food from home	a.m.	p.m.	Center food (please check)
baby food	0645	1130	___ breakfast
milk	0645 0900		___ morning snack
juice		1500	___ lunch
			___ afternoon snack
Special instructions, allergies: none			___ supper
			___ evening snack

Diaper checks: a.m.	p.m.	Your baby slept:	Your baby ate: what	when
W	W	0930 to 1045	1. 6oz milk/½ jar cereal	0645
X	S	____ to ____	2. 6 oz milk	0900
W	X	1200 to 1400	3. ½ jar veg 6oz milk	1130
____	____	____ to ____	4. 4oz juice	1500
W	X	____ to ____	5. _____	_____

X - dry BM - bowel movement

W - wet S - sleeping

Your baby was today.

Number of center diapers used 6

COMMENTS:

All smiles today!

MANAGE INFANT FEEDING IN A RELAXED WAY

Caregivers will want to have a plan for feeding the infants in shifts. This allows for feeding time to be a relaxed, enjoyable experience for all. It helps to plan ahead. This way you can have each infant's meal ready on time. Hungry babies cry more often. Having food ready on time helps reduce crying and stress for everyone in the infant area. Have all food and bottles prepared ahead of time. This way you never will have to leave an infant unattended in the eating area. While feeding an infant, chat about what is going on. Try not to rush any infant through a feeding period even if you feel the pressure of sticking to a feeding schedule. Remember, young babies must be burped. Always wipe each infant's hands and face and make a diaper check after each feeding. The last task is to clean up and wash your hands. Then you are ready to feed the next baby.

Plan ahead for smooth feeding routines:

Always wash your hands. The importance of having clean hands before handling food cannot be over-emphasized. The first step before preparing to feed each baby is to wash your hands. Wash your hands each time you prepare food for another infant.

Be alert to special needs. Before you prepare each infant's meal or warm bottles, check that infant's feeding instructions for the day. This way you will not fail to make any changes in the diet or overlook allergies or special instructions from a parent.

Consider the needs of each infant. The age and skills of each infant will affect your feeding plans. You will have to hold the very youngest in your lap. Once a baby is sitting up, you can use a high chair with a safety strap or seat belt. Have two spoons. One for the infant to hold and one for you to use. Infants who can sit in high chairs like to try finger foods.

Get organized first. Learn to be well-organized and have everything you need at hand. This way you can feed two infants at the same time and still give each one plenty of attention. There will be times when schedules and hungry infants will require this. Plan carefully, remain calm and enjoy meal-time with the babies.

Caregivers need an easy way to keep track of which babies have been fed. A wall chart in the feeding area provides this information at a glance. The sample chart below requires little time and effort to complete and use. For more detailed information, caregivers can refer to the parent information sheet for each infant. On the wall chart, a caregiver writes the name of each infant next to a crib number. An "X" in the allergies column is a reminder to check the parent information sheet for that infant before serving center-prepared foods. In the next column a "C" indicates that the infant will eat food prepared by the center. An "H" shows that the baby's food is brought from home. An "N" tells caregivers that the mother will be in to breastfeed her baby. Finally, a check mark is entered in the correct column on the chart each time a baby has been fed. A wall chart which is covered with acetate or plastic can be used again and again. Either wax pencils or pens with washable ink are suitable for this.

INFANTS FEEDING CHART

C = center-prepared food
H = food from home
N = mother will breastfeed

Crib #	Name	Allergies	Food	Breakfast	A.M. Snack	Lunch	P.M. Snack	Dinner	Eve. Snack
1	GREG		H	✓	✓				
2	ABE		H	✓	✓				
3	LEANN	X	C	✓					
4	MARIA		H	✓					
5	ALYCE		N	✓					

PLAN DIAPERING ROUTINES AND FOLLOW THEM

A well-managed infant care program has a good routine for checking and changing diapers. Infants need frequent diaper changes to be comfortable. Dry diapers also protect against serious cases of rash. You may dislike the odors and mess that are naturally a part of this routine. On the other hand, while diapering an infant you have the chance to be close, touch, talk or sing to just one infant at a time. While being diapered infants should be handled as gently as possible. Diapering can be a very special time for infants and caregivers to learn about each other and enjoy each other. For the comfort of the infants, diaper checks should be made every hour. The first check in the morning can also be a good time for a thorough health check. Each diaper check and change should be recorded. This information can be very important. An infant should never be left unattended during a diaper change. It is a good idea to have all supplies at hand before lifting a baby to the changing surface. The diapering surface must be disinfected after each use. Caregivers must wash their hands after *each* diaper change.

Careful planning permits adequate checks:

Check infants before moving them. An efficient system is to check any infant before moving that infant to another area. Particularly important for the comfort of the infant is to check the diaper just before the infant is scheduled to eat or sleep.

Check any obviously wet or soiled infant. Any time a baby has obviously wet or soiled a diaper, caregivers should change that infant's diaper as soon as possible for the baby's comfort.

Check any infant not checked for an hour. Caregivers need a checklist or master chart to ensure that no infant is overlooked each hour. The sample wall chart on the next page is easy to use. Of course, sleeping babies are not awakened to be checked.

The chart below is for caregivers to keep track of diaper checks. Caregivers can glance at the chart and quickly see which infants have been checked and when. This way no infant is overlooked and left in a wet or soiled diaper for too long. Caregivers write each infant's name next to the crib number. At the end of every hour, a check mark or letter will clearly show that each infant has been checked or had a diaper changed.

A SAMPLE DIAPER CHECK CHART

X - checked, no change needed
W - wet, changed
BM - soiled, changed
S - sleeping

Crib #	Name	0730	0830	0930	1030	1130	1230	1330	1430	1530	1630	1730	1830	1930
1	Laura	BM	X	S										
2	Dwayne	X	W	W										
3	Megan	BM	W	W										
4	Rico	W	S	W										
5	In Cho	W	BM	X										

MAKE THE PLAY AREA A FUN, SAFE PLACE

Enjoy the time you spend with infants in the play area. Do not forget their safety or the value of play for infants. When sitting in the play area, face the main play areas. Then you can keep an eye on all the other infants even while you give one individual baby your attention. You may see an infant in trouble or two infants about to collide. You cannot just sit where you are and call out. You must go to the infants and move them in another direction. You will also want to move about the play area so you can give some one-to-one attention to each infant. The time you spend with each baby should be fun. You need not spend more than a minute or two at one time playing with each infant. Respond immediately to any infant who cries. Try to find out the cause of the crying. Check the baby's diaper. Check to see if it is time for that baby to eat or sleep. Rocking chairs do not belong in the play area. They are a hazard to crawling infants.

Here are some more tasks for caregivers in the play area:

Keep the area safe for play. Remove your shoes while in the play area to help keep the crawling surface clean. Many infant caregivers wear knit slippers in this area. Always be on the lookout for broken toys or any hazards.

Rotate toys often. Your infant staff will want to devise a plan for changing the toys. Infants like new toys. Have "surprise boxes" for special activities. After playing with the blocks or toys in one of these boxes, pick them up and put them out of sight. These toys will be new and more fun later.

Pick up toys often. Know that a big part of your job in the infant area will be to pick up toys. An older infant may like to play games of putting toys on the shelf or in a basket now and then. Mostly, it will be the adults who keep the floors clear of toys in the infant play area.

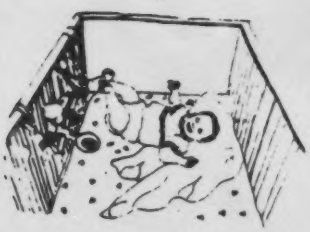
A wall chart in or near the play area reminds caregivers how much infants need variety and a chance to move. Babies need time each day to look around, touch different things, roll, stretch, crawl, sit, pull up and try walking. Caregivers write in each infant's name next to the appropriate crib number. Then quickly jot down the time that the infant is brought to and taken from the play area. Under the broken line in each time period, caregivers can show any activities they did such as pointing out pictures in a book or playing "pat-a-cake" with each infant in the play area. If you use numbered activity cards, it only takes a second to record the card number and type of activity. You will find a description of activity cards on page 98.

A SAMPLE PLAY AREA CHART

		0630-0930		0930-1230		1230-1530		1530-1830	
Crib #	Name	In	Out	In	Out	In	Out	In	Out
1	Tami	0700 #10	0745	-----	-----	-----	-----	----	------
2	Eric	0715 #4	0745	-----	-----	-----	-----	----	------
3	Ryan	0730 #36	0800	-----	-----	-----	-----	----	------
4	Heidi	0800 #18	0845	-----	-----	-----	-----	----	------
5	Nate	0800 #7	0830	-----	-----	-----	-----	----	------

FOLLOW INFANT SLEEP ROUTINES

Most infants need morning and afternoon naps to be healthy and happy. Babies usually sleep less and less during the day as they grow older. At any age, some babies sleep more than others. Cribs make safe places for babies. It is tempting to leave infants in them, but adults must never allow awake and alert infants to remain in such a limited environment for very long. If all duties are carefully planned, it is usually possible to keep track of the infants as they awaken and move them to other areas. Each infant should have an assigned crib. Caregivers need to follow parent instructions for sleep and record how long each child has slept. To do this, information sheets and charts must be in the sleeping area. This makes communication and keeping records easy and quick.



Consider these steps to plan sleep routines:

Check the diaper. Always check an infant's diaper and make sure it is dry before putting an infant into a crib. If an infant has fallen asleep in another area, move the baby gently to crib. Do not awaken the baby for a change unless the diaper is soiled.

Check the crib. Make sure that you put an infant into the crib assigned to it. Make sure the crib has been disinfected if it was used earlier by another infant. See that the side of the crib is up and securely latched before leaving.

Know the infant's habits. If it takes an infant more than 15 minutes to fall asleep, you need to try to find out if there is a problem. Some infants do seem to have to fuss before being able to fall off to sleep. Rocking and patting are usually not necessary or helpful in putting a baby to sleep.

Avoid putting babies down with bottles. This habit has been found to promote tooth decay, a condition called "bottle mouth." Informed parents are usually very happy to join you in discouraging this habit.

Check the diaper again. When an infant awakens, check that diaper before taking the baby to another area. Then you are free to complete your routines and fill in sleep records.

Caregivers are responsible for protecting the safety and health of the infants. These matters are not to be taken lightly. All caregivers should know and follow handwashing regulations carefully. This includes before feeding a baby, before their own meals and after *every* diaper change. They should also know and follow correct routines for cleaning the floors and crawling areas. Knowing how and when to disinfect toys, cribs and the diaper-changing surface is important. Remember, most accidents happen because adults have made poor judgments. Avoid being the one who says, "I didn't think he could reach that high!" Keeping records is an important part of infant care. An accurate record of what happens in each infant's day may be helpful in the event of illness or developmental difficulty. Caregivers should learn the skills needed to handle emergencies like choking. The Red Cross conducts first-aid classes and prints the most up-to-date first-aid information.

Know what to do in an emergency. Study and post evacuation plans in plain sight. In the event of a storm warning or fire alert, you will know exactly what to do. There should be a plan for one caregiver to be in a safe place. Then the other caregivers can carry out the infants. A crib on wheels near an emergency exit provides a way to move several babies quickly and safely.

Guard against poisonings. Cribs, toys, furniture, window ledges or any painted surfaces must have lead-free paint. Caregiver belongings, which may contain aspirin or vitamins, should be locked in another part of the center. Cleaning products must be in locked cabinets away from the infants.

Protect from burns. If there are any outlets in the baby areas, make sure they are covered with safety plugs. There should be no electrical cords, which a baby could pull on. Avoid burns from hot liquids, hot foods and over-exposure to the sun.

Keep diapering safe. While handling the very youngest infants remember to support their heads. *Never* leave an infant - no matter how young - alone on a counter or high place. Be careful if pins are used. Never leave them within a baby's reach. Never put them in your mouth.

BE SURE INFANT EQUIPMENT MEETS SAFETY STANDARDS

Use the checklist of safety features below to rate the safety of the furniture and equipment that the infants use in your center. Remember, it is often how adults use equipment, rather than defective equipment, that leads to accidents. No infant should be left for long periods of time in any one piece of equipment.

CARRIERS (for tiny babies)

____ holds baby in front of adult
____ soft, washable fabric
____ head support
____ adjusts to fit baby

FRAME BACKPACKS (for babies who can sit alone)

____ seat higher than leg holes
____ seat belt or restraining strap
____ padding on frame in front of infant's face
____ padding on shoulder strap
____ seat places baby in middle of adult's back
____ all rings and latches hold securely
____ fabric and stitching is durable

CRIBS

____ rounded slats
____ slats no more than 2 3/8" apart
____ raised top rail 26" from mattress
____ snug fitting mattress
____ lead-free, non-toxic paints and materials
____ no sharp or rough parts or edges
____ no breakable plastic balls
____ no loose teething rails
____ dropside latches securely
____ no pillows

BUMPER PADS

____ at least six ties
____ no long ties to dangle in crib
____ used only with infants who do not pull themselves up

INFANT SEATS

____ only used on table top or counter if bolted down
____ base wider than seat
____ sturdy frame
____ back rest locks securely in each position
____ seat belt crosses both crotch and body

HIGH CHAIRS

____ locking device to keep chair from collapsing
____ sturdy seat belt
____ legs are widely separated
____ sturdy footrest an infant can climb
____ no sharp edges, pinching latches or loose parts on tray
____ no tears in seat cover or exposed stuffing
____ used only by infants who sit up without support

STROLLERS

____ good, two-wheeled brakes
____ right size for infant
____ sitting infant can reach footrest
____ seat locks securely in all positions
____ high protective sides on seat
____ sunshade low enough to shade baby's face
____ sturdy seat and materials
____ sturdy, adjustable seat belt
____ good shock-absorbing system
____ difficult to tip over

PLAYPENS

____ no sharp edges or points
____ safety latch to prevent collapsing
____ sides at least 20" high
____ strong floor
____ wooden playpens
  ____ slats no more than 2 3/8" apart
  ____ non-toxic, lead-free finish
____ mesh playpens
  ____ padded rails and hinges
  ____ small weave mesh no more than 3/8" in size

AUTOMATIC SWINGS

____ padded front bar on seat
____ leg holes lower than seat
____ no rough edges
____ wide-spread, stable legs
____ secure seat belt
____ used only by infants under six months of age

WALKERS

____ used only by babies who can sit alone
____ seat firmly attached to frame
____ circular frame with six castors
____ no sharp edges or bolt heads
____ smooth trays with no beads or plastic balls

Baby furniture and equipment is not always safe. This includes some things made by well-known firms and equipment that has been commonly used for many years. Walkers with an "X" frame are dangerous. Babies can be injured if the frame collapses. Jumper seats that hang in doorways cannot be recommended.

CHECK TOYS FOR SAFETY

Toys provide both fun and learning experiences. But toys must be carefully chosen to avoid accidents. The best toys for infants are free of sharp edges or points. This reduces the danger to babies who often roll over or fall on their toys. Outer moving parts can pinch fingers. Wooden toys should be smooth and free of splinters. One way older infants learn about their world is by throwing their toys. Light-weight toys are best. You can use household objects or make your own toys for infants. But follow the same guidelines for choosing safe toys.

Here are some tips for selecting safe toys for infants:

Choose washable toys that are safe for chewing. Expect infants to mouth everything. Avoid painted toys unless they are labeled *non-toxic*. Any toy run by batteries is a hazard. Leaking acid, especially in the mouth, can burn severely.

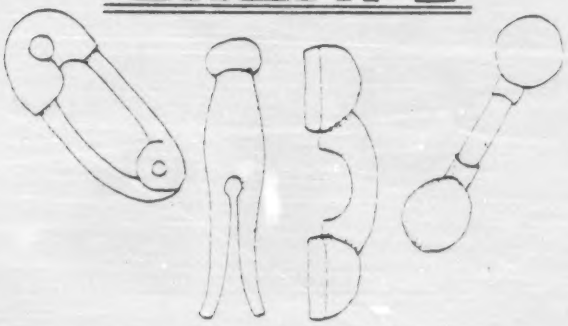
Avoid toys that might cause choking. Stuffed animals with small parts like button eyes can be a hazard. Infants can pull these off and choke on them. Any toys with pieces less than one-and-a-half inches across are not recommended for infants. Balloons, which quickly become uninflated, and plastic bags are easily swallowed and can cause suffocation. Do not use crib toys or mobiles with cords or strings in which an infant might become entangled.

Pick unbreakable toys. Avoid brittle plastic which produces sharp edges when broken. Glass objects and glass mirrors are hazards in the infant environment. Safety mirrors that reflect well can be ordered from infant supply catalogs.

Avoid flammable toys. Any stuffed or plastic toys should be selected and used with caution. Some stuffing materials and plastics are more flammable than others. Once a fire has started, all contents of a building can retard or add to the heat, smoke and flames. It is a good idea to consider the flame resistant qualities of toys, as well as drapes, carpets, mattresses and other furnishings.

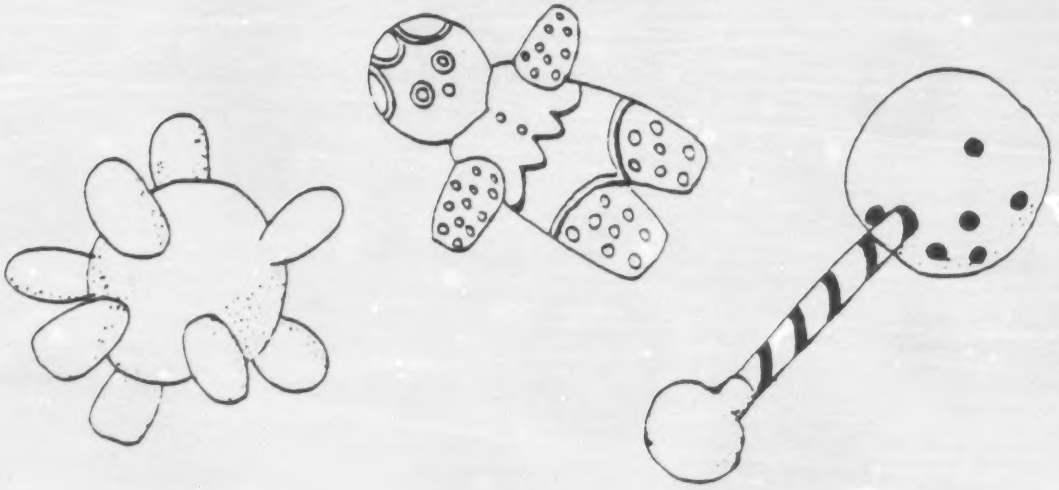
The small, narrow shapes of some small rattles make them very dangerous. The unsafe shapes below have been among those which have been involved in deaths or near deaths. Infants have partly swallowed these while sucking on them or have fallen on them and jammed them down their throats. Safe rattles have a diameter of not less than one-and-a-half inches.

UNSAFE



Soft vinyls help make small toys and rattles safer for babies. Avoid toys or rattles with parts sticking out that babies might jam in their eyes. Always watch babies while they are playing with rattles and small objects. Remove small toys from crib or playpen when baby sleeps. Information on unsafe baby rattles is available free from the U.S. Product Safety Commission, Washington, DC 20207. Write for *Fact Sheet No. 86 - Baby Rattles.*

SAFE



CHECK YOUR INFANT AREA MANAGEMENT SYSTEM

Use the checklist below to help you look at and think about ways to manage your infant environment. Think about how to improve the management system for any items not checked.

____ each caregiver knows assigned duties and responsibilities

____ duties include playing with individual infants

____ regular schedule established for routines and activities

____ a caregiver greets every parent and infant

____ whoever is free ____ a specific caregiver

____ daily communication with parents is planned

____ records/charts ____ report forms ____ bulletin board

____ routines for drop-in care are adequate

____ wall charts ____ name tags

____ routines/regular schedule for meals and snacks

____ hands washed before feeding each infant
____ records kept of feeding schedules and food eaten
____ no infant left unattended

____ diapering routines planned

____ diaper checks every hour ____ changing surface disinfected
____ hands washed after each change ____ records kept

____ sleeping area routines established

____ records kept ____ awake babies moved ____ cribs disinfected

____ play area adequate

____ crawling surface clean and free from drafts
____ hazards and broken toys removed
____ only safe toys and equipment used in infant environment

____ caregivers regularly conduct safety and health checks

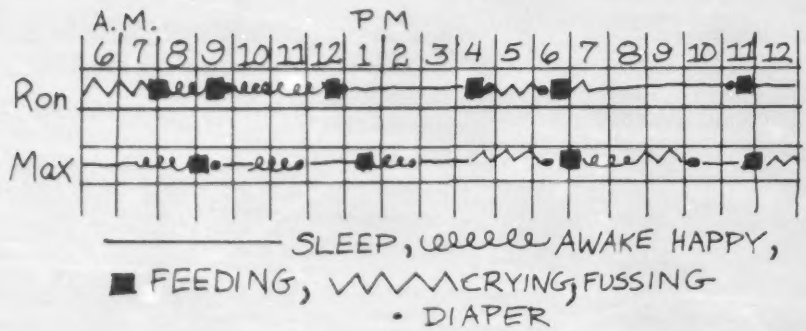
____ emergency procedures posted
____ cleaning supplies locked in closet
____ floors and surfaces cleaned regularly
____ evacuation drills conducted
____ no electrical cords or outlets within reach of infants
____ caregiver belongings locked
____ all equipment and furniture safe
____ caregivers have up-to-date first-aid training

SUPPORTING AND RESPECTING DIFFERENCES

TAKE TIME TO OBSERVE EACH INFANT

The real challenge to providing quality care is for caregivers to learn to "read" each infant's individual patterns. Some are active, some are irritable, some like to be sung to and held. Others like to be rocked while on their tummies across a caregiver's knee. Some have no regular pattern of behavior at all! So as an infant caregiver, your job is to find each baby's style. Each infant's schedule should be respected instead of putting the infant into your center's schedule. To do this, you must observe. What are the signals babies use? They cry, look away, fall asleep or hold their bodies rigidly when they want to end an activity. They respond with eye contact, smiles and wild waving of arms and legs when contented with events. The important skill to learn is to vary your caregiving style and scheduled events to fit the style of each infant in your center.

*The chart below shows how Ron and Max, two one-month-old infants, spent their day. Their mothers kept a record of when they were asleep, awake, crying, feeding or being diapered. You will see each infant has a different cycle or pattern:**



*Adapted from Barnard, K., unpublished data from the Nursing Child Assessment Project, University of Washington, 1976.

FIND OUT ABOUT EACH INFANT FROM PARENTS

One way of supporting an infant's particular style is to know and follow as closely as possible the same schedule as that from home. This can happen when parents are asked to complete information forms. Each day the parent tells when the baby last ate and slept. Then the parent lists the times that food is normally eaten. Caregivers may desire more information than that just relating to the eating and sleeping routines. One way of getting this is to include a few simple questions as part of the admissions or registration form. The checklist below suggests the kinds of questions that might prove to be helpful. Parents also can be encouraged to give their infants time to get acquainted with the face, voice and smell of new caregivers. A gradual introduction to the center is a good idea. Parents can leave the infant first for a few hours, then half a day and, finally, for the full day.

Parent information can be helpful to caregivers:

ADMISSIONS CHECKLIST

To best support your infant's style and usual patterns, please answer the following questions:

1. How does your baby act when sleepy?

2. How do you know your baby wants to play?

3. How do you know when your baby is bored or wants to do something else?

4. During the day, when is your baby awake for the longest time and most alert?

5. When fretting, how is your baby best calmed - gently rocked, hummed to, etc.?

BE AWARE OF THE DIFFERENT WAYS THAT ADULTS REACT TO BABIES

Most adults want to hug and cuddle babies. Some babies like to be held and handled more than others. Even when tired, ill or unhappy, some babies hold their bodies rigid or struggle to get away when an adult tries to hold them. How babies behave may affect how caregivers feel about them. In turn, this affects how the adults care for the babies. A fussy baby may at first get a lot of attention. If the soothing and handling does not work in calming the baby, adults are likely to give less and less attention to that infant. Adults often feel disappointed or unsuccessful when they are unable to calm a fussy baby. Adults expect all infants to want to be rocked, hugged and handled.

Here are some other differences that you can expect to find in any group of infants:

Responsiveness Some babies react very strongly to new sights and sounds. They will cry or move their whole bodies when things either surprise, delight or scare them. Other babies show less interest. They move less or don't bother to cry or move their bodies.

Activity Some babies move more than others. They move their bodies, move their hands toward their mouths and turn their heads. Other babies may spend time looking at things around them. They just don't move as much.

Restlessness Some babies sleep soundly with very little movement. Others are restless. They inch themselves into the corner of their cribs. Some are more easily awakened by noises than others.

Fussiness Some babies cry a lot. They fuss for little or no reason and are hard to hold and make calm. Others seldom cry.

RECOGNIZE THAT CULTURAL DIFFERENCES BEGIN IN INFANCY

Infants learn from their environment, which is first of all, made up of people and then things. The best and most effective way to respect the culture and life-styles of the infants in your center is to have caregivers with backgrounds similar to those of the babies' families. In all cases this is not possible. But for the most part, every attempt should be made to make certain that the caregivers reflect and respect the life-styles of the infants in the center. Getting to know parents and sharing information about such things as schedules and ways of caring for infants are important if you truly care about respecting and supporting each family's life-style.

Consider these cultural differences:

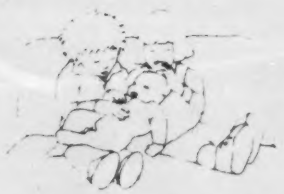
Eye contact A lot of "talking" can go on between people with their eyes. From a very early age, infants are taught where they should focus their gaze by how adults respond to them. In some cultures, children are taught to look adults in the eye. In others they are expected to look downward.

Language If an infant hears one language at home, it is best if the infant hears that language in the center. It will not harm the infant to hear another language during the course of the day, but if the parents want their language to be used in the center, an attempt should be made to do this.

Holding Even the simple matter of how much and how to hold an infant varies from culture to culture. Sometimes infants are held upright and carried about wherever the mother goes. In other cultures the baby is held much less often. There are even differences in whether a baby held in a lap faces toward or away from the adult holding the baby.

Sex differences Most cultures treat boy and girl babies differently, even if only in very subtle ways. These views about sex differences, even if different from your own personal view of things, should be respected in a center setting.

LOOK FOR THE ADVANTAGES OF MIXED-AGE GROUPS



This book describes environments, toys and routines to use with infants. Do not overlook considering the advantages of caring for infants and children of different ages in the same group. What is called mixed-age or cross-age care may occur already at some times each day in your center. First thing in the morning and late in the day attendance may be low. At these times many centers mix the ages of children in one group. In some centers the drop-in care program will include children of different ages in one group. There are a few model child care centers which care for children from infancy to school age in one small group. At present, most centers group children by age or skill level for practical reasons. More thought and study are needed to design equipment, room arrangements, routines and schedules for child care programs for children of different ages in the same group. With infants, the mixed-age plan must be used with great care. Staff may spend more time with older, more active children. The quiet, undemanding infants may not get enough attention. Also, older children may harm the little ones. An active 18-month-old may accidently run over a creeping or sitting infant.

There are good reasons for mixed-age care:

The younger children learn from the older. The infants and younger children watch the older children and, as a result, try new things. This helps them learn new ways to play, new words and ways to think, as well as new behaviors.

The older children learn from the younger. Older children learn patience if they are around younger children and infants. They take pride in and feel good about showing younger children how to do things. They learn and practice important caring skills.

Mixed-age groups help children from small families. With the trend toward smaller families, an infant or child in a group with a mixture of ages can have experiences with older or younger children not otherwise possible.

CHECK THE WAYS YOU SUPPORT DIFFERENCES

Use the checklist below to help you look at how you plan and arrange the environment to support and encourage differences.

You can tell if you are supporting and encouraging differences if you can think of an infant for whom you've planned:

____ experiences to fit a particular age and enjoyment, like "pat-a-cake" or echoing "la-la"

____ a new activity or way to help an infant who has a particular need to learn a new skill or develop certain muscles through play

____ adjustments in schedules and routines to allow for a baby's "down" day

You can tell if you respect each infant if you:

____ like each child for what he or she is instead of what he or she can do

____ expect each infant to progress from one stage to the next instead of comparing one infant to another

____ overlook those things which you may not like, such as an infant who cries a lot or is not easily calmed

____ accept an infant's need to play, explore and take risks as long as there is no threat to the baby's safety

____ plan play experiences that include touching and talking about parts of the infant's body

____ plan the center environment to include equipment such as mirrors

You can tell if you encourage differences if you:

____ know about each infant's family - brothers and sisters, single parent, grandparents

____ know which infants have another culture and language spoken at home

____ invite others to visit and use a particular infant's language if it is different from yours

____ are alert to and relate to each baby's temperament

ENCOURAGING DEVELOPMENT THROUGH PLAY

UNDERSTAND YOUR INFANTS

In order to plan a good infant program it helps to have a clear idea of what infants can and like to do. Infants change rapidly. A three month old looks and acts quite different from a nine month old. At any age, infants like to be busy when awake. The younger the infant the more time is spent in sleep. Tiny babies are not able to move and explore. Interesting things must be brought closer to them. You may be caring for a group of infants, but the differences will require that you view each baby individually. You can improve your caregiving skills and learn to plan experiences that will best benefit each infant. Combine all that you read and hear with what you see for yourself. This will increase your understanding of infants. The more that you know about infants at various ages and what they like to do, the easier it is for you to plan a safe, healthy environment which encourages and supports their daily growth and development.

Think about and try to understand infants:

Infants are not helpless. Infants need adults to feed, diaper and comfort them. They are able to let their needs be known quite clearly. They cry, tense their bodies, make eye contact, smile and laugh.

Movement is linked to how the mind develops. When babies have opportunities to move about, see and do more, they seem to learn more and faster than others. So awake babies should be where they can see, do and hear interesting things. Cribs, infant seats, high chairs and playpens are for limited periods of use.

Development follows a pattern. Each baby has his own timetable for growth and development. But each baby follows a similar pattern. For example, in learning to talk cooing comes first, then babbling sounds and then first words like *dada* and *mama*.

Babies are lovable. Most adults like looking at babies, touching them and playing with them. The lovable qualities of infants are there for your pleasure and enjoyment. A bond between adult and infant ensures that the adult will carry out the many details of care needed by an infant.

Developmental charts are based on averages. The average baby walks around 12 months of age. Some babies may walk as early as eight months and others not until 20 months. *EVERY INFANT FOLLOWS HIS/HER OWN TIMETABLE.* Charts do show how babies move from one skill to the next. There will be overlaps from one stage to the next, because each new skill grows out of what has come before.

HOW DO INFANTS' BODIES DEVELOP?

six weeks to four months

____ lies flat unless propped up or held
____ begins to lift head while on tummy at six weeks
____ stretches legs, kicks feet
____ bats hands at toys
____ opens fists, uses hands more at three to four months
____ lifts head all the way up while on tummy at four months
____ when awake spends time looking around
____ needs toys brought close and to be moved about by caregiver

four to eight months

____ practices kicking, likes to push feet against toys, adult hand
____ holds feet up while lying on back
____ practices turning from side to side and learns to roll over
____ supports head well
____ uses hands for getting toys, spoons
____ may sit alone
____ likes to play with people and things
____ wants to be held upright, moved about, be in different places and positions
____ holds, looks at and drops small objects

eight months to one year

____ likes to be active, move about
____ practices sitting, crawling, climbing and pulling up
____ hugs, kisses, plays with familiar people
____ likes to play with hinged toys and books
____ tries stacking, nesting toys
____ likes small objects and containers
____ rolls and goes after balls
____ moves about holding onto things, people
____ might begin to walk
____ lacks skills and balance, resulting in accidents
____ can feed self finger foods

HOW DO THEY USE THEIR SENSES TO EXPLORE?

six weeks to four months

___ looks at things 8 to 12 inches from face (six weeks)
___ looks at faces, pictures of faces, own image in mirror
___ mouths own fist, fingers, objects
___ turns head toward sounds
___ likes to listen to own sounds
___ likes to hear adults talk
___ discovers, stares at own hand
___ looks at things at all distances (four months)

four to eight months

___ gets a view of world while sitting
___ stares at things with great interest
___ likes to inspect tiny things
___ looks around for source of sounds
___ touches, fingers, brings things to mouth
___ recognizes familiar faces, may fear strangers at six months
___ likes to watch other babies, children

eight months to one year

___ spends awake time moving about and exploring
___ explores by holding, touching, mouthing, batting at, dropping, throwing and banging toys and objects
___ 20 percent of time is spent staring at objects, people or out of the window

HOW DOES LANGUAGE BEGIN?

six weeks to four months

___ cries from birth
___ gurgles and coos
___ recognizes walking and talking sounds of mother
___ listens to all human voices

four to eight months

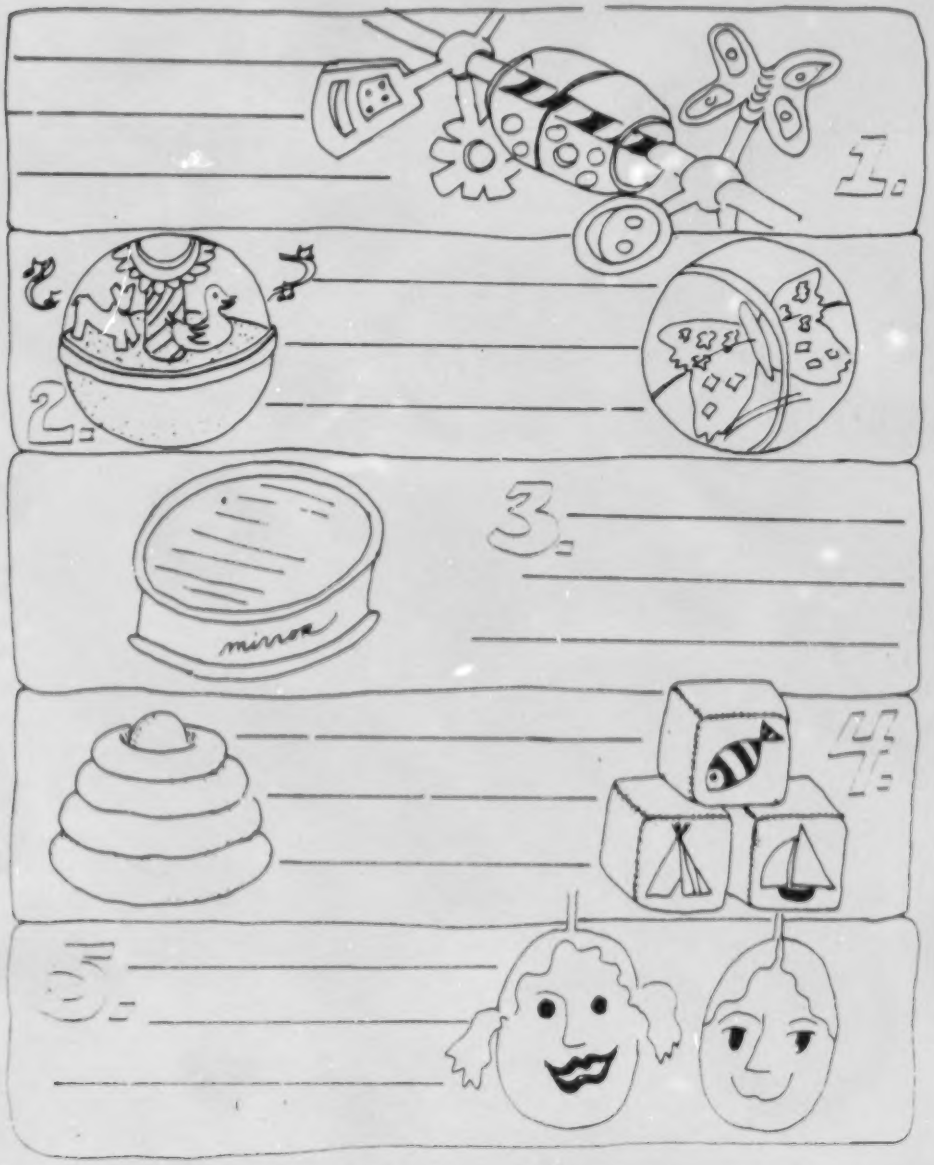
___ gurgles constantly
___ begins to really laugh
___ makes sounds like *da, ma, ba* at six months
___ begins to repeat sounds heard

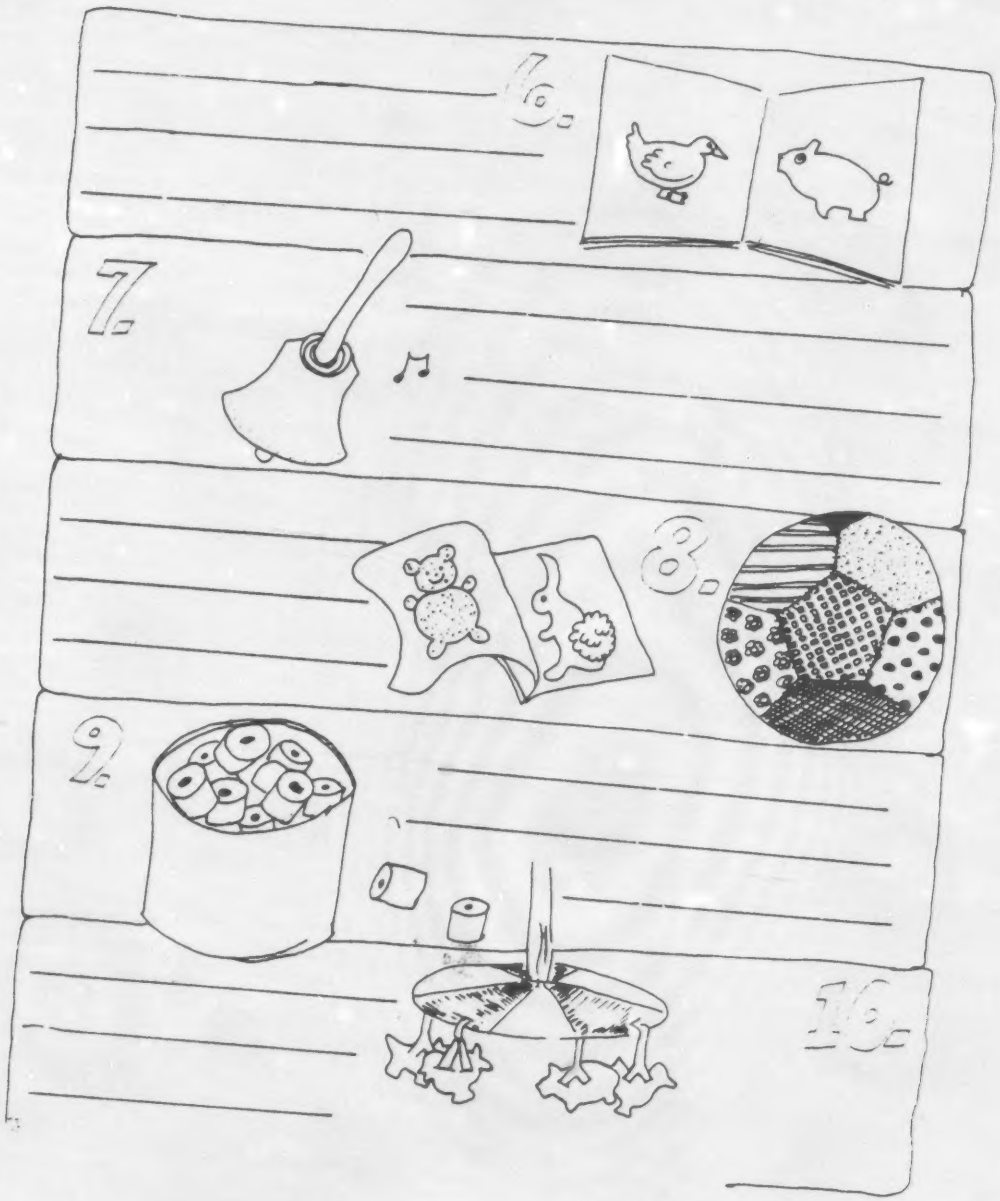
eight months to one year

___ says *dada* and *mama*
___ understands some words: *baby, ball, juice*
___ responds to simple commands: "Wave bye-bye."
___ loves books

MATCH INFANTS' SKILLS WITH THE TOYS YOU CHOOSE

Here are some toys you might choose to use with infants. For each one decide at what age an infant might use a toy and how. Use the blank lines for your answers. Infants at different ages might use the same toy in different ways. Infants have a wide range of skills and interests. It is difficult to make hard and fast rules. Compare your thoughts with ours on page 74.




6.
7.
8.
9.
10.

Compare your thoughts with ours. We based our choices on the experiences of caregivers who have worked with groups of infants. Remember, the skills and interests of infants vary. Our choices may not be the best for *every* infant in your care.

crib/playpen exercisor	This is a good toy for infants from about *three to six months*. Place securely within reach of hands and feet to encourage batting and kicking. Remove this toy when an infant begins to sit or pull up to avoid accidents.
balls	At *six or seven months*, or when babies begin to sit up, they enjoy light-weight balls of different sizes. Older infants can sit and play "roll-the-ball."
mirrors	Unbreakable mirrors are excellent toys for infants at *all ages*. Very young infants need them 8 to 12 inches from their faces. From about three months, infants can hold mirror toys. Crawlers enjoy large mirrors in their play areas.
soft blocks, stacking toys	Around *eight or nine months* infants can begin experimenting with these toys. Washable cloth or soft blocks are best for this age. Expect infants to throw, mouth and bang blocks together. Learning to stack these toys takes practice.
face, spiral designs	During the *first two months* of life, infants show the most interest in the human face or patterns that look like a face. They also like patterns, spirals and checks.
books	From *four weeks* books can be a part of an infant's environment. Don't expect an infant to spend more than a few minutes with a book.
bells	At *any age* you and baby can have fun with a bell. At first you will have to be the one to ring the bell and watch to see if baby turns toward the sound. After learning to sit alone, let the infant hold and ring the bell.
texture toys	*From birth* infants should have lots of different textures around them in toys, clothing, play surfaces and the like.
containers and small toys	By *nine months* most infants are sitting alone and have fun filling and emptying containers with small toys. Make sure these toys cannot be swallowed.
mobiles	Mobiles are fun to watch at *all ages*. Up to three months, keep the mobile close, where baby can see it. After three months baby will try to touch anything within reach. So mobiles must be safe to handle or out of reach. Remember the infant's point of view. Is the mobile made to please an adult or an infant lying in a crib?

PLAN WAYS TO ENCOURAGE PHYSICAL ACTIVITY

Caregivers can include exercise with babies at a regular time each day. When planning an exercise program there are a few basic points to remember. All babies need calm and routine. Each infant has a different pattern. Some are more active than others. Some like to move and stretch more than others. Caregivers should move with grace and ease, avoiding sudden, quick or jerky movements. Exercise is not work; it is play. Exercise periods are best when caregiver and infant share and enjoy the time. Before beginning each time, have the infant close to you. Always tell even the youngest infant what you are doing. Soon the two of you will perform as a team during the exercise period. As long as it isn't too cool, let infants exercise with no clothing or just a loose diaper. Keep sessions short and relaxed.

Three to four months Baby lies on back. Baby holds your fingers while you hold baby's hands. Pull gently. Lift until upper back and arms arch slightly. Hold for the count of three. Return to first step. Repeat five times. Another exercise is called the bicycle. Baby lies on back. Gently push one leg and then the other toward chest. Repeat three times. Then let baby kick freely.

Five to six months Grasp baby's hand while baby is lying on back. Pull baby slowly to sitting position. Slowly return baby to the floor. Repeat.

Seven to eight months While baby lies on a flat surface, bring the right big toe to the left ear. Return to starting position. Then bring the left big toe to the right ear. Repeat several times.

Nine to ten months Let baby be a mountain climber. Sit on the floor with legs in front of you with your knees slightly bent. Hold baby just above wrists while baby holds on to your hand. Lean back slightly. Let baby walk up the front of your body.

Eleven to twelve months Gradually show baby how to play wheelbarrow. Baby lies on tummy. You place one hand under tummy and hip. The other holds the ankles. Then lift. The infant supports her own upper weight using arms and hands. Later she can "walk" her hands forward.

LEARN TO BREAK SKILLS INTO SIMPLE PARTS

Adults do many things without having to think about each movement. As infants learn a new skill, they must practice it until it becomes automatic. Infants can't learn a new movement before nerves and muscles are ready. Then a new movement must be practiced again and again. An infant learning a new task doesn't have time to listen to or pay attention to another person. A friendly adult who wants to talk may prevent an infant from completing a new movement. As a caregiver, your understanding of how babies learn and practice new skills can be very useful. First, you can learn not to distract any infant who is trying out or practicing a new skill. Second, you can present new tasks just one step at a time. To learn self-feeding, for example, a baby first practices just holding the spoon. Then with lots of practice, infants are able to learn new skills smoothly.

To explore an object by mouthing or tasting it, involves more than one step. The baby must be able to put a series of movements together:

Seeing the object

Reaching for the object

Grasping the object

Bringing the object to the mouth

Opening the mouth

Putting the object in the mouth

Moving tongue and lips to taste and feel the object

UNDERSTAND HOW LANGUAGE DEVELOPS

Below are some statements about how infants learn language. You may have heard and perhaps agree with some of these yourself. You may have overheard parents or other caregivers make statements similar to these. Think about each sentence and put an X in the first column if you agree with it. Put an X in column two if you disagree. Then turn the page and compare your ideas with ours.

	Agree	Disagree
1. Very young babies listen to all sounds in their environment with equal interest.	____	____
2. It is important to use language around very young infants because their hearing is keen.	____	____
3. When a baby coos and makes sounds there is nothing an adult can do. The baby will either make more sounds or he won't.	____	____
4. If you spend time talking to an infant everyday, you will get an infant to say his first words sooner.	____	____
5. Infants at one year of age should be saying words.	____	____
6. Caregivers should talk a lot around infants.	____	____
7. Caregivers should never use babytalk with infants.	____	____
8. There are good reasons to read or use picture books with an infant who is not yet saying words.	____	____
9. As long as babies aren't yet saying words, we know they don't yet understand the meaning of words.	____	____
10. Infants can communicate even before they can say real words.	____	____

1. *Disagree* From birth infants show more interest in the human voice than in any other sounds in their environment.

2. *Agree* The hearing of newborns is very keen. The sense of hearing begins even before birth. Young babies are startled by loud, unexpected sounds. Most agree that it is important that infants hear normal, adult speech, as a matter of course, from the moment of birth.

3. *Disagree* Adults can affect how much infants will coo. Babies like to "talk" to adults who copy their sounds. The more you copy a baby, the more that baby will coo and gurgle.

4. *Disagree* A baby will speak no sooner than he or she is ready. However, a baby who hears very little speech probably will speak much later.

5. *Disagree* The exact time an infant will say those first words varies widely. Infants at one year of age *understand* simple directions and many common words. Be patient. Speech will come when the baby is ready.

6. *Agree* Caregivers should talk a lot to the infants in their care. Adults can talk about what is happening or what is in sight. The words used have more meaning then.

7. *Disagree* If you choose, it is all right to use babytalk *with young infants*. It is a simple language and one way for adults to show their affection. When a young child begins to talk, that child needs to hear words said correctly. Babytalk has its time and place in *the first six months*.

8. *Agree* Books with pictures of familiar objects help infants learn new words. This also teaches a thinking skill. It takes time and practice to learn that a picture of a ball represents or is the same thing as a real ball.

9. *Disagree* Anyone who has been around infants knows that they understand many words before they begin to use them. Most babies at about ten months will stop when you say "Hot!" or "No!" Most babies learn to follow simple directions, such as "Wave bye-bye."

10. *Agree* From birth infants are good at telling you what they want or need. They cry. They look away or fall asleep. Older babies tell you what they want by pulling on you, pointing or holding their bodies rigid.

PLAY MEMORY GAMES

Infants begin at birth to develop the ability to think about or remember things which are out of sight. During the second half of the first year, an infant uses this power to recall a mother or main caregiver who is out of sight. At nine or ten months, a baby can find objects which you hide under a blanket. An infant likes the game of peek-a-boo because it tests the baby's memory in a very short and fun way. As this memory skill develops, infants show a change in behavior. Around six months babies begin to recall familiar faces. A strange face may cause a six-month-old baby to cry. Younger babies smile at almost any human face.

Here are some simple hiding games you can play with infants:

Where's baby? This game is easy to play with a light-weight blanket or scarf. Simply cover the baby's head. Lift the cover quickly while you say, "Where's Amanda?" The longer you and a baby have played the game, the longer you can leave the infant covered.

Peek-a-boo Infants love to play this simple hiding game. At first, adults will have to do the hiding. Later infants will peek around the side of doorways, furniture or their hands.

Hide-and-seek As soon as infants are crawling, they can learn to play hide-and-seek. With an eight month old, you can hide behind something. Then call to the baby. Let the infant come and find you.

Hide toys You can have fun hiding toys. For an infant at about eight months try hiding a toy while the baby is watching. Baby will have fun finding the toy! You can put a toy in a box and see if a ten month old can open the box to find the toy. Be sure the lid comes off the box with ease. Use a cardboard tube to make a tunnel. Put a toy in one end and see if an 11-month-old baby will watch for it to roll out the other end.

BE ALERT TO DEVELOPMENTAL PROBLEMS

The most common handicapping conditions you are likely to find in a group of infants are related to seeing and hearing. These problems are not always easy to detect with a tiny baby. Around the fourth month adults are more likely to see that an infant is not responding in a normal way. For example, an infant may not follow a moving object with his eyes or reach for a toy that is placed nearby. Deafness or hearing loss is not always easy to discover either. One sign of a hearing loss can be noted by caregivers. For example a four month old who has been babbling suddenly stops. The hearing infant will enjoy listening to the babbling sounds. The infant with a hearing loss will stop making those funny little noises. You can check suspected losses yourself. Make a noise out of baby's sight and see if baby turns her head in the direction of the sound. Move a toy and watch to see if a baby follows it with his eyes. Ask the director to check your observations.

Look for signs of illness and disabilities:

Babies under six months Some things to watch for are extreme fussiness and crying, lack of head control, or lots of choking and vomiting during feedings. Take note of infants who do not pay attention to things that they should be able to see or do not follow a moving object with their eyes. Look for babies who do not react to medium or loud sounds, who do not seem to recognize the voices of their main caregivers or who stop babbling.

Infants six to 12 months Watch for little interest in or tries at sitting up or making simple body movements. Babies this age should be very aware of sounds. They should look at, reach for, pick up and play with toys. They should react to other babies and adults, especially their main caregivers.

Avoid labeling an infant. It is a mistake to be too hasty in calling a baby "slow" if some stage of development is not reached right on schedule. An infant who is not rolling over as soon as most, may be delayed because of an illness, previous handling or other factors. Experience with babies and careful, close observation will help you learn to spot those babies who truly need special care.

CHECK ON THE OPPORTUNITIES YOU PROVIDE FOR INFANTS

Use the checklist below to help you look at and think about what you know about infant development at different ages and how best to plan the infant environment.

HOW DO INFANTS' BODIES DEVELOP?

At all ages, dress babies in as few clothes as possible to allow for movement.

six weeks to four months

____ put infant on tummy part of each day to encourage lifting head
____ let baby kick without diaper for a short while at each change
____ put infant in different positions, on back, tummy and side
____ use baby carrier so infant can be upright and move with adult

four to eight months

____ let infant kick against your hand or toys
____ provide little toys that infant can hold and drop
____ put awake baby in safe place that allows practice of movement
____ encourage baby in learning new skills like rolling over and sitting

eight months to one year

____ awake babies need a safe place to practice sitting and crawling
____ provide handholds for pulling up and levels for climbing
____ use interesting objects and toys to encourage exploring and moving
____ let baby hold spoon and eat finger foods

HOW DO THEY USE THEIR SENSES TO EXPLORE?

Babies need a *balance* of adult attention and time alone to gather information and learn about their world.

six weeks to four months

____ hold baby close and look at baby while you talk
____ provide pictures of faces for baby to see
____ put mirrors close to baby's face
____ hang mobiles and bright toys and use patterned sheets

four to eight months

____ provide objects at all distances to look at
____ provide other babies and children for baby to watch
____ use music boxes, wind chimes, bells and other interesting sounds
____ put baby in different places and take outside for new sights, sounds, textures and smells

(turn page please)

eight months to one year

____ make environment *safe* for exploring baby
____ lots of objects and toys for holding, dropping, mouthing
____ avoid interrupting baby who is staring at speck or object
____ use words to describe baby's experiences, "Your diaper is *wet*." and "That's *hot*!"

HOW DOES LANGUAGE BEGIN?

Have fun with baby at all ages - talking, singing and playing games.

six weeks to four months

____ each time baby cries, try to help baby as quickly as possible
____ echo or repeat baby's gurgling and cooing
____ talk to baby even if it doesn't appear baby understands

four to eight months

____ some alone time to make and listen to own sounds
____ games and tickling that encourage laughter
____ echo or repeat *la-la* sounds that baby makes

eight months to one year

____ listen for sounds like *dada* and *mama*
____ play games like "Wave bye-bye."
____ use and repeat common words in simple sentences
____ use books with baby, point at pictures, saying both sounds and words

USING MATERIALS IN CREATIVE WAYS

MAKE YOUR OWN TOYS AND MATERIALS

The toys that infants enjoy the most for the longest time are often rather simple. Often containers, measuring cups or spoons, funnels or empty boxes make fun toys for these young children. You can also make good toys without spending too much money. You can use household materials or inexpensive items. To get ideas for what to make, obtain manufacturers' catalogs. Most describe how the toy is to be used and by what age child. All you have to do is find the right materials to copy or make a toy nearly like the manufactured toy. Some examples are covering cans of different sizes with self-sticking paper to make nesting toys. Or you can make texture toys. Sew different fabrics together and stuff with nylons to make cloth blocks or balls.

If you make your own toys for babies be sure they are safe.

Use safe parts. Make sure the toys you make are just as safe in pieces as they are whole.

Read labels. All craft supplies, paint, paste, and felt pens must be lead-free and non-toxic. Use only aluminum cans for construction. Plan on everything going in baby's mouth.

Make all parts secure. Embroidery makes the safest eyes and decorations. When you use bells or buttons, sew with heavy nylon thread. Sew very, very securely. Each button should be sewed at least ten times. Check for loose parts on toys every week.

Watch out for sharp edges. Hammer or sandpaper rough edges and cover with heavy adhesive cloth.

Never let a baby play with plastic bags or balloons.

HAVE FUN WITH RHYMES AND FINGER PLAYS

Rhymes and finger plays give adults a fun way of sharing with infants. These little games can be fun when a baby is bored or fretful. They can be used anytime, anywhere. They provide an easy, fun way to use words with babies. Repeating the same words again and again helps a baby learn language. Many finger plays involve naming and touching body parts. This helps an infant become more aware of toes, fingers and nose - all the parts that make up a baby's "self." You may already know some like "Pat-A-Cake" and "This Little Piggie." Start with these two. Then you can learn and play new and different finger plays. Look in child care books or ask other caregivers for new rhymes. Once you discover the fun of playing with words, you might even make up your own finger plays to use with babies.

Here are words and directions for some simple finger plays:

With an infant lying on her back, lift the baby's legs, let them fall and say:

Hippity-hippity-hippity-hop.
Hippity-hippity-hippity-flop.

Chant or sing these words while you point to baby's mouth, eyes and ears. Older babies can point with you. At the end, all eyes are closed:

Una boquita para comer. (A little mouth to eat.)
Una naricita para oler. (A little ear to hear.)
Dos oidos para oir. (Two eyes to see.)
Y la cabecita para dormir. (And a little head to sleep.)

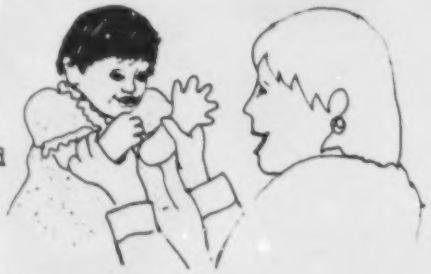
Help develop humor in babies. Make your fingers "walk" up a baby's legs in a creeping motion and say:

Creepie, creepie, little mousie...

Starting up the arm to the back of the neck say:

...right into your little housie!

A record player serves a good purpose in the infant environment. Play standard, simple children's music like "Twinkle, Twinkle Little Star" and "Pop! Goes The Weasel." The quality of music on records made especially for children is not always the best. So use a variety of adult music, including pop, rock, classical, ethnic, foreign and American folk. Sing a few simple songs again and again so that the infants become familiar with the words and music. Make up songs and chants. You can match the rhythm of routines with your music. Some adults feel more at ease singing than others. Share your songs and music with others. Watch the reactions of the infants and adults around you. This way you respect the rights of others and allow for moments of quiet now and then.



Here are some ways to enjoy music with infants:

Chant if you can't sing. You may not feel comfortable singing aloud. You may find it hard to remember and sing melodies exactly as they were written. You may not be able to sing, but you can chant. To chant all you have to do is say the words to a song in a rhythmic, sing-song way.

Involve the children's whole bodies. Songs like "Pat-A-Cake" are especially good because they involve moving to the beat of the music. Clapping and moving to music is the most natural way for infants to learn to feel the beat of a song. While you sing or play a record, hold a baby's hands and sway to the rhythm of the song for a minute or two.

Experiment with sounds. When babies coo, coo with them. When they gurgle in their saliva, gurgle back. Babies can clap, hit toys together and pound on pots and pans. They can play with sound-producing toys. Allow infants to explore all kinds of sounds even if it gets a little loud once in a while.

Sing and dance. Once a baby is standing alone and walking you can play *Ring Around The Rosy.* Join hands holding baby firmly. Walk on tiptoe in a circle. Sing "Ring around the Rosy. Pocketful of posies. Ashes, ashes, all fall down." On the word *down* sit and gently pull the baby down. Don't pull hard. Roll back, let your feet fly up in the air, having fun. Get up and repeat the game again.

INCLUDE FRESH IDEAS AND NEW EXPERIENCES

Below are some activities you might plan to use with infants. Infants need time to explore the environment on their own. They also need opportunities for play with other people every day. This is just a sample of some activities. Add your own ideas and parent suggestions for a more complete list. You should be able to come up with 60 or 70 more activities. Record each one on a card and file. See a sample card on page 98.

Activity	What to do	Age of infant
raising head	Put infant on tummy. Hold a toy overhead to encourage the infant to look up.	tiny baby
looking	Hold baby close while you talk. Or show baby a drawing or photograph of a face and see how baby responds. Place the picture 8 to 12 inches from baby's face.	tiny baby
following with eye	Move a small, bright toy slowly near the baby's face. See if the eyes follow the toy.	tiny baby
moving body	Talk to baby, make funny sounds, ring a bell, smile or sing. See how baby moves arms and legs.	tiny baby
holding a finger	Hold out a thumb or finger and let an infant grasp it. Wiggle and move your fingers.	tiny baby, non-crawler
standing	Hold infant under arms and lift just so the soles of the feet touch the floor.	tiny baby, non-crawler
cuddling	Ask permission by saying, "I'm going to pick you up." Pick up the infant, hold, cuddle and hug.	any age
pounding	Give the infant wooden spoons. *Stay nearby!* Let the baby pound on shelves or the floor.	non-crawler, crawler, walker
crawling to toy	Put baby on tummy. Get baby to crawl to you or a bright-colored toy.	crawler
walking	Hold and help an infant practice walking.	crawler

Activity	What to do	Age of infant
sitting up	Place baby on tummy. Hold a toy out of reach to encourage the child to sit up.	crawler
taking a walk	Put baby next to handhold. Let baby stand. You may have to show baby how to sit down. Later baby will take side steps while holding on.	crawler
playing chase	Take turns crawling after or letting an infant crawl after you. Enjoy the laughs!	crawler
banging toys	Give an infant two small toys such as plastic blocks. If need be, use two other blocks to show how to bang them together.	crawler
climbing in a box	Let an infant climb in and out of a box.	crawler, walker
rolling toys	Roll a wheeled toy across the floor and let an infant go after it.	crawler, walker
using a music box	Pull the string on a music box or toy and listen to the music. Let the infant try to pull the string.	crawler, walker
playing with blocks	Show an infant how to stack a few cloth blocks. Let the infant knock them down.	crawler, walker.
picking up things	Fill a container with small toys. Let infants dump the toys and pick them up using their fingers and thumb.	crawler, walker
using a tunnel	Use an infant tunnel or make one from a carton. Call the baby's name or use a toy to encourage baby to crawl to you.	crawler, walker

Babies need a BALANCE *between adult attention or stimulation and spending time on their own to explore and "take in" the environment.*

CHOOSE STURDY BOOKS WITH BIG PICTURES

There is nothing worse than an adult boring a baby with a book. Infants can and do enjoy books. But caregivers must use good timing. An infant on the move has something in mind besides sitting still for a story. Adults must choose good times for presenting books to a baby. Then it can be a very special time for both infant and caregiver. In the beginning, say the names of each picture as you point to it. Save reading stories to older children. By 12 months you can expect a baby to begin to point at the pictures as you name them. Babies are rough on books. Pick sturdy books made especially for infants, such as cloth books. Some books have heavy, plastic-coated pages. Books will last longer if they are used only at certain times. Books left on low shelves or with the other toys will not last very long.

Choose books for infants carefully:

Bright colors are best. Infants like bright colors. The primary colors - red, blue and yellow - always appeal to young children.

Look for simple, single illustrations. The best beginning books for babies have just one drawing or photograph on each page.

Find familiar pictures. The pictures in books for infants should show familiar things. Look for clear drawings and photographs. Animals and vehicles are fun. Adults can make the sounds of a dog barking or a plane flying.

Use the same pictures in different ways. A two month old can look at a picture of a face held close. The tiny baby will use the picture to practice focusing. A caregiver can use the same picture of a face with a 12 month old. The adult can touch baby's nose and then point to the nose in the picture.

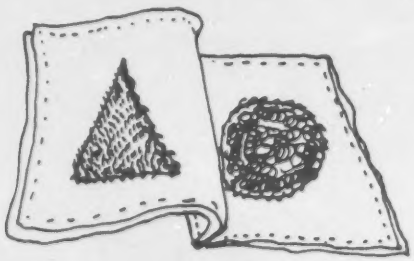
Television has no place in the infant environment. Babies have too much to see, learn and do. They have little interest in and no need to spend time in front of a TV set.

MAKE YOUR OWN BOOKS AND PICTURE COLLECTIONS

Some of the best book for babies are made by caregivers. Here's an easy way to make a book for infants. Cut familiar pictures from magazines. Choose large, colorful drawings or photographs. Use cardboard five by eight inches. Put one picture on each page. Cover with clear, self-sticking plastic. Punch holes and string together with a cord or ribbon. Include photographs of caregivers and the infants themselves in the books that you make. Follow the same steps to make picture collections. Use larger sheets of cardboard and larger pictures. Do not tie them together. You and baby can hold and talk about one picture at a time. Texture or "feel" books are fun for babies. Use cloth for the pages. Sew different fabrics on each page. Use different shapes. You might use circles, squares and triangles. Or you might cut your fabrics in the shapes of animals or flowers. Sew everything securely.

Caregivers can have fun making books that are fun for babies:

Babies like to touch and feel the textures of different fabrics.



Infants like simple pictures of familiar objects, themselves, other infants and caregivers.

HAVE FUN WITH BABIES

Infants learn a lot by playing with a variety of toys. Toys are important, but nothing can replace contact with loving, caring people. Caregivers who have fun with and enjoy infants can provide something which no toy ever can. Below check the creative ways that you regularly play with the infants in your center. Add the number of checks that you have made and put the total at the bottom of the list.

____ play "Peek-A-Boo"
____ play "Pat-A-Cake"
____ play "This Little Piggie"
____ play "Where's Baby's Nose?"
____ sing a song
____ say a rhyme
____ coo and gurgle
____ whistle
____ hum
____ blow on baby's skin
____ make a funny face
___ make funny sounds
____ crawl with the babies
____ let babies crawl on you
____ lift baby gently in the air
___ use hand and finger puppets
____ move toy animals and make animal sounds
____ make a big deal of looking for a lost toy
____ hide a toy under a blanket
____ play games in a mirror
____ blow bubbles on a windy day
____ tickle baby with a feather
____ make a doll dance
____ kiss and hug baby

____ TOTAL

20-24 You probably enjoy caring for infants. Keep up the good work!
11-19 Congratulations for each item you checked. Can you add any items to make life more fun for you and the infants?
0-10 Why so serious? Begin to make caring for infants more fun for both you and them.

AVOID SUGAR AND FOODS THAT CAUSE CHOKING

Usually parents send all the food and milk for their young babies. The older infants who can sit in high chairs and eat finger foods may be served meals and snacks prepared by the center. In this case the center should plan carefully so that all food served contributes to each child's daily food intake. Infants need vitamins, minerals and other nutrients to be healthy and happy. Some foods are better for these young bodies and minds than others. These are foods without sugar, too much salt or additives. For children under one year old, some foods are not digestible or may cause choking. These include corn, leafy vegetables, cucumbers, bacon rinds, baked beans, chocolate, olives, *small* carrot sticks and uncooked onions. *Nuts and popcorn are not good snacks for infants.* Infants may choke on these.

Here are some ideas for healthful snacks for older infants:

Fresh Fruits:

apple slices (peeled)
pear slices (peeled)
peach slices (peeled)
orange sections
berries
cantalope pieces
bananas

Raw Vegetables:

carrot sticks (large)
cauliflower, broccoli bits
asparagus bits
kohlrabi slices
green beans
turnip slices
peas

Meats:

crisp bacon
frankfurters
small meatballs
ham bits
beef jerky
ground meat "sticks"
tuna fish

Breads, Cereals:

buttered toast, cut in fourths
pretzels
bagels and cream cheese
cold cereals (dry or with milk)
graham crackers
whole grain crackers

Dairy:

cheese bits
hard-cooked eggs
cottage cheese (add fruit)
yogurt (freeze for fun)

CHECK YOUR CREATIVITY AND SKILL WITH MATERIALS

Remember, when we talk about infant environments, that includes the people there. What caregivers do and how they do it is important. Caring for babies is both fun and hard work. Experience and skill make it more fun and less work. Use this checklist to discover your own strengths. Pick any item that you don't check as a place to begin improving your skills as a caregiver.

____ I learn from my own experiences by keeping a daily diary or thinking about what happened in the infant areas each day.

____ I repeat my successes and look for new ways of doing things when problems arise.

____ I know exactly what I am to do each day.

____ I allow time to collect my thoughts and needed materials before beginning work each day.

____ I know some simple games, activities, songs and finger plays that infants like so I can play with one or a few children at a time.

____ My daily plans include time for activities that involve touching and talking with infants.

____ I hum or sing as well as play records or turn on the radio.

____ I plan different ways for active play with infants of different ages.

____ I make picture collections and books to reflect the children's backgrounds and experiences.

____ I am always looking for new things to try with the infants in my care. I use books, magazines, other caregivers and my director as resources.

____ I enjoy being with infants and sharing my time and energy in fun ways with them.

FINDING RESOURCES TO SUPPORT CAREGIVING

KEEP TRACK OF GOOD IDEAS

Variety and change make your job more interesting and fun. Of course, an infant will always enjoy repeating one or more favorite activities with you. Many caregivers find real value in keeping track of the successful ideas they have found and used. There are different ways to collect these. Some caregivers jot notes on the back of napkins; some make cards and file them in boxes and others make their own notebooks. Caregivers also find picture collections helpful. Some caregivers make and use activity cards in their rooms. These cards list things to do or ways to use a certain toy with the infants.

Here are some suggestions for ways to keep track of your good ideas:

Your own private collection Ideas - even good ones - have a way of slipping away. When you see a good idea that you'd like to remember, write it down and file it for later use. You may choose to write your ideas on index cards and keep them in a recipe file box. Or you may choose to keep a notebook. A three-ring binder allows you to add pages and reorganize as you choose. It helps to file ideas by categories, such as *music, finger plays* and *exercises*. The advantage of file cards is their size. A file box takes up little room on a shelf. You can put a card in a pocket. Then you can quickly glance at a card before you begin a new activity.

Picture collections You may want to start your own picture collection. Some caregivers save and share good pictures with others in their center. Large, colorful, simple pictures of animals, vehicles and people give you and the infants real things to talk about. Large pictures are best stored on end. A cardboard box with cardboard sheets for section dividers serves this purpose. This way pictures can be used again and again.

Activity cards Activity cards can help caregivers manage the play area. Each card can list the appropriate age, materials needed and suggest things to do. For example, cards may show different ways to play hide-and-seek with infants of different ages and skills. You will find a sample activity card on the next page.

Here is a sample activity card:

Activity:	Look at face	No. 4
Type:	Social	
Age:	Tiny baby	
What to do:	Talk to, smile at and encourage the baby to look at your face. A rattle or bright toy near your face may help.	
Success:	Infant looks at your face.	

Each card includes the following:

Title A simple title helps describe each activity. A title might include such items as *smile, jack-in-the-box, mama-dada* and *parts of the body.*

Card number By numbering each card, you have a way to keep track of which activities you have done with each infant. Record number on infant's daily chart.

Activity type The main activities will include *large motor* (exercise of arms and legs), *small motor* (use of hands and fingers), *visual* (use of eyes) and *social* (just for fun).

Age You can arrange cards by age and type of activity. Then you can find activity cards quickly and easily. A useful way to list age is to use these terms: *tiny baby, non-crawler, crawler* and *walker.*

Directions Here you will find a list of needed toys or materials and directions.

Purpose This tells you the goal or purpose of the activity. Remember, having fun with an infant is the most important measure of success.

LEARN THE ART OF SCROUNGING

Learning to ask for materials is basic to the art of scrounging. When others learn that you work in a child care center, often they are glad to have you haul away their surplus materials or outdated supplies. Scrap lumber, fabric, packing crates or materials, paint, wallpaper and plants are just a few of the things you might uncover. Remember, local public libraries are good sources for checking out books, records and other materials. Be aware that there probably are sources for surplus or donated materials on the installation where your center is located. Discuss with your director these sources for free materials as outlined in the director's *Administrative Guidebook*.

Here are some scrap materials you might find useful:

Plastic bottles and containers
Scraps of fabric
Adhesive paper scraps
Greeting cards
Shoe boxes
String
Cardboard cans
Coffee cans
Ribbons
Aluminum dishes
Pieces of carpet
Old magazines
Calendars
Old socks, mittens, gloves
Paper cups
Cardboard
Sponges
Wrapping paper
Nylon stockings
Egg cartons
Milk cartons

FIND AND USE BOOKS AND RECORDS

Now that you have read *Creating Environments For Infants* you may want to learn more about planning and managing infant environments and activities. You may want more detailed information about infants and how they develop and what they can and like to do. The list of books and records below may help you add to what you already know.

LEARNING MORE ABOUT INFANT DEVELOPMENT

The First Three Years Of Life by Burton L. White. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

Dr. White's book is based on research and personal observations from his own pediatric practice. His information is useful to both parents and caregivers. He tells what to expect at different ages. Then he suggests some good toys, caregiving practices and activities for the different stages.

The First Twelve Months Of Life edited by Frank Caplan, Princeton Center For Infancy and Early Childhood. New York: Grosset and Dunlap, 1971.

This book outlines infant growth and development month by month for the first year. Each month is described in words and pictures. The photographs make this an enchanting book. It is encouraging to see a real cultural mix of babies to illustrate the rapid changes of infants.

Infant Development Guide by Environmental Program, Inc. Skillman, New Jersey: Johnson and Johnson Baby Products Company, 1976.

Written as a parent guide to infancy, this book includes some helpful chapters for caregivers. The sections on physical development and play and learning have helpful photographs and text to illustrate good things to do with babies as they grow and learn.

Guide For The Care Of Infants In Groups by Sally Provence. New York: Child Welfare League of America, Inc., 1967.

This book's value is its detailed developmental information, including a "developmental landmarks" chart. The one short chapter devoted to group care contains very few specifics. This small paperback has no illustrations.

Infant Care. Washington, DC: U.S. DHEW Publication No. (OCD) 73-15, 1973.

Small, but very informative, this pamphlet is good to recommend to new parents. It discusses a wide range of tips for parents and discusses common concerns like colic and safe toys. The importance of health and safety are emphasized with a health record form and a parent safety checklist.

Parents And Babies; Babies Touch, Taste, And Learn; Talk With Baby; Babies Look And Learn and *Play Games With Baby*. Washington, DC: U.S. Department of Agriculture, 1966.

These illustrated pamphlets have large print and very few words on each page. They provide basic ways to touch, talk to and play with babies. This could be useful with parents or caregivers who have difficulty reading English.

From Birth To One Year by Marilyn Segal. Rolling Hills Estates, California: B. L. Winch & Associates, 1974.

The many photographs show infants moving through various stages of growth and play. Toys and activities can be planned to support what they can and like to do. Some of the toys suggested to make at home would not be sturdy enough or last very long in the group care setting.

Ways To Help Babies Grow And Learn: Activities For Infant Education by Leslie Segner and C. Patterson. Colorado: JFK Child Development Center, University of Colorado Medical Center, 1970.

This little spiral-bound book presents basic information for both infants and toddlers. Each page carries several illustrations along with the brief text. Subjects covered include language, personal-social development, fine-motor development, gross motor development and an appendix listing commercial toys, homemade toys, nursery rhymes and singing games, including five short Spanish verses to sing.

Children Learn Physical Skills (Vol. 1) by Liselott Diem. Washington, DC: AAHPER Publications, 1974.

This small book has a big message. From birth adults need to work in partnership with infants to encourage and promote lots of movement and healthy, strong bodies. For each photo, there is a brief, clear explanation of how to work with children from birth to three years of age.

Get a Wiggle On by Sherry Raynor and Richard Drouillard. Washington, DC: AAHPER Publications, 1975.

This booklet is for anyone who comes in contact with a blind or visually impaired infant. The right kind of attention from the beginning can make a big difference in helping these infants adjust to the world around them.

"What Is A Good Beginning?" by Janet Gonzalez-Mena. *Young Children*, 1979, 34(3), pp. 47-53.

Read this article to get a good understanding of how adults and infants can work towards a goal in partnership. The end result is a mutual respect of the other's rights. The step-by-step account of how a mother approaches and diapers her daughter clearly illustrates the author's very sensible message.

On Their Own/With Our Help (film) by Resources For Infant Educarers. California: Bradley Wright Films.

This film features Magda Gerber who treats infants with such great care and respect. A diaper-changing sequence shows how to encourage the infant to participate and learn and cooperate. The infant is not offered a toy or distracted. The infant is shown how to cooperate and participate in the process. Other scenes illustrate the same point as an infant is stuck under a table and one pulls another's hair.

FINDING AND USING TOYS AND EQUIPMENT

The Complete Baby Book by the editors of Consumer's Guide. New York: Simon and Schuster, 1979.

This book rates products, toys and medical services. It also has chapters on food for babies, exercise, toilet training and other subjects of interest. For caregivers, the chapters dealing with toys and equipment include results from test situations with babies. Safety is always carefully considered, including an occasional disagreement with a toy manufacturer's recommended ages for a toy.

Good Things For Babies by Sandy Jones. Boston: Houghton Mifflin Company, 1976.

This rates books, cribs, backpacks, clothing and toys - any equipment or accessory used with an infant. The safety recommendations for most items is very thorough. Illustrations and photographs add to the books's clear, straightforward presentation.

Today He Can't - Tomorrow He Can by Sandra Streepey (revised by Athina Leka Aston). New York: Fountain Publishing Company, 1971.

Large photographs of infants illustrate the text that outlines the highlights of infant development. Small photos in the margins illustrate toys that are appropriate for each different age level. Don't let the attention given to toys distract you from the importance of human interaction for the growing infant.

PLANNING AND MANAGING GROUP CARE

The Infant Center by Emily Herbert-Jackson, et al. Baltimore: University Park Press, 1977.

This is an informative book that has tips covering every detail of group care for infants. The comprehensive management plan promotes the open environment, with caregivers being assigned to different areas. The details and steps make this an invaluable guide to setting up and maintaining routines that result in high-quality care for a group of infants.

Developmental Play As A Learning Tool - Birth To Three Years by Kyong Lischner, et al. Glassboro, New Jersey: Bozorth Early Childhood Center, Glassboro State College, 1975.

This book has delightful illustrations and a relaxed, yet sound, approach to using play in the group care setting. The first year is divided into three stages. The main behaviors of each stage are listed. Then subjects, such as sleeping, blocks and sound, are discussed as they apply to each stage. The format makes for quick reference and easy reading.

Serving Infants by D. Huntington, S. Provence, & R. Parker (eds.). Washington, DC: U.S. DHEW Publication No. (OCD) 72-8, 1971.

This publication, part of the Department of Health, Education and Welfare day care and child development series, contains basic information helpful to both caregivers and center directors. It includes useful lists, detailing information sources on day care and child development and suggested equipment, supplies, toys and books.

Supporting The Growth Of Infants, Toddlers, And Parents by Elizabeth Jones (ed.). Pasadena, California: Pacific Oaks College and Children's School, 1979.

What little has been done to design outdoor infant play environments is described in this book. Jerry Ferguson writes about the Pacific Oaks design for an outdoor play space for infants. Also in this volume are two good pieces on relating to infants. They are "Respecting Infants" by Magda Gerber and "Quality Adult-Child Relationships" by Janet Gonzalez-Mena.

MUSIC FOR INFANTS

Let the infants hear all kinds of music. The radio can provide popular, classical, jazz or country-western. Play all kinds, but don't leave the music blaring from morning until night. Adults can sing and play an instrument. Expose the infants to all kinds of music, not just the songs written for children. Hopefully, the list below will give you some new ideas for using music with the infants in your care.

Lullabye From The Womb (Capitol FT 11421)

The sounds of a mother's heart beating are claimed to be very calming to a newborn and young infants. Also included are some soothing symphonic pieces.

Humpback Whales (Atlantic SD 66001)

These beautiful, eerie songs of the humpback whales were recorded live in the ocean depths.

Environments (Capitol ST 11598)

Most people find the sounds of the sea comforting and soothing. This album records the sounds of the ocean.

Lullabies And Other Children's Songs With Nancy Raven (Pacific Cascade LPL7007-B)

Short songs sung and chanted, including a variety of sounds, rhythms and tempos.

Songs To Grow On by Woody Guthrie (Folkways FT 1502)

Also has the title, *Songs To Grow On For Mother And Child*. Nursery Days (Folkways FC 7675)

Guthrie sings 12 of his chants in a simple, honest way.

Birds, Beasts, Bugs And Little Fishes by Pete Seeger (Folkways 7610 31504)

Mr. Seeger sings and plays a variety of children's songs with great honesty and simplicity.

Israeli Folk Dances (Children's Music Center EC 63)

The lively dance songs and music on this album will start you and your infants swaying, clapping, dancing and laughing.

Folk Song Carnival (Children's Music Center DF 331)

Hap Palmer, noted for his many children's records, sings some simple tunes like "Hush Little Baby" and "Going To The Zoo."

BOOKS FOR INFANTS

Look for the Dick Bruna books, published by Metheune, Inc., 733 Third Avenue, New York, NY 10017; and Gyo Fujikawa board books, published by Grosset and Dunlap, Inc., 51 Madison Avenue, New York, NY 10010.

CATALOGS

Children's Book and Music Center, 5373 W. Pico Boulevard, Los Angeles, CA 90019.

Educational Record Center, 3120 Maple Drive, NE, Suite 124, Atlanta, GA 30305.

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